U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instruction.
[X] Annual Performance Report   [   ] Final Performance Report

General Information

1. PR/ Number #: **U363A050115**   2. NCES ID#: ____

    (Block 5 of the Grant Award Notification - 11 Characters.)   *(See Instructions - Up to 12 Characters.)*

3 Project Title: **Building Capacity for Redesign of Preparation of School Leaders**

    (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification)*: **Board of Control for Southern Regional Education**

5. Grantee Address *(See Instructions.)* **SREB/Leadership, 592 Tenth St., NW, Atlanta, GA 30318-5776**

6. Project Director Name: **James E. Bottoms**   Title: **Senior Vice President**

    Ph #: (**404**) **875** - **9211**   Ext: (**249**)   Fax # : (**404**) **872** - **1477**

    Email Address: **gene.bottoms@sreb.org**

Reporting Period Information *(See Instructions.)*

7. Reporting Period: From: **10/01/05**   To: **09/30/06**   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period		--
b. Current Budget Period	**$ 140,030.73**	--
c. Entire Project Period *(For Final Performance Reports only)*		--

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

   a. Are you claiming indirect costs under this grant? **X** Yes ___No

   b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? **X** Yes ___No

   c. If yes, provide the following information:

      Period Covered by the Indirect Cost Rate Agreement: From: **07/01/06**   To: **06/30/07** (mm/dd/yyyy)

      Approving Federal agency: ___ED **X** Other *(Please specify)*: **USDOE OMB Circular A-122**

      Type of Rate *(For Final Performance Reports Only)*: ___ Provisional ___ Final ___ Other *(Please specify)* ____

   d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

      ___ Is included in your approved Indirect Cost Rate Agreement?

      ___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects *(See Instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? ___Yes ___No **X** N/A

Performance Measures Status and Certification *(See Instructions.)*

11. Performance Measures Status

   a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ___Yes **X** No

   b. If no, when will the data be available and submitted to the Department? **11/06/2006** (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

James E. Bottoms   Title: **Senior Vice President**

Name of Authorized Representative:

_____   Date: **11/06/06**

Signature:

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) **U363A050115**

(See Instructions)

The goal of the *Building Capacity for Redesign of Preparation of School Leaders* is to build capacity at the state level in Tennessee by:
- forming a state Commission and organizing task forces to inform the commission and recommend policy and procedure changes; and
- developing a partnership between three local school districts[1] and two universities[2] to develop leadership preparation programs that prepare effective school leaders, especially for high-need districts, who can implement improvement strategies that result in raising student achievement.

To support these goals, SREB has initiated a variety of activities from October 1, 2005 until September 30, 2006:

1. **SREB has facilitated the creation and operation of the oversight commission of key educational and policy leaders (membership list attached) who are developing and refining a set of redesign condition procedures to guide universities, local districts and the state in the selection, preparation, licensure, evaluation and retention of new leaders and current school principals and assistant principals.** Training materials to support the implementation and development of a state commission and task forces have been completed and were field-tested November 10, 2005 with the Tennessee commission and the task forces (see Appendix A). The state commission has convened five sessions—November 10, 2005; February 3, 2006; May 18-19, 2006 (SREB State Forum); June 9, 2006; and December 4, 2006 (see Appendices A.7, A.14, A.25 and A.27) —and appointed members to five task forces to study and make recommendations for changes needed in the areas of standards, selection and preparation, certification and evaluation, induction and professional development, and working conditions. These task forces have convened several times (see Appendices A.12, A.13, A.19, A.20, A.22, A.24, A. 28, A.29, A.30, A.31. A.35 and A.36) and have made recommendations to the commission. New state standards, recommended by the Commission, had a first reading by the state board at the August 2006 state board meeting and were approved. New licensure, evaluation, induction and professional development guidelines have been presented to the Commission. Members of the commission attended the SREB State Leadership Forum, *Preparing, Licensing and Supporting a New Generation of School Leaders*, convened in Atlanta, Georgia, May 18-19, 2006. The Forum was attended by 140 participants organized into 23 state teams and enabled the Tennessee commission members and university district partners to network with other states who are redesigning and to keep the momentum in redesigning leadership preparation programs in Tennessee. Another SREB State Leadership Forum has been planned for May 10-11, 2007. The work of the Tennessee Commission and the task forces was highlighted at the SREB Board Meeting in June 2006.

2. **SREB has supported state agencies in developing capacity to implement the redesign commission's recommended/adopted new policies, practices and specifications for principal preparation, licensure, and professional development.** Gary Nixon, Executive Director of the State Board of Education and Mary Jo Howland, Assistant Director of the State Board of Education have been appointed to lead and coordinate the work of various state agencies involved in implementing the redesign initiative. They have gained a first-hand view of the redesign process by assisting in organizing the redesign commission and task forces and working with two university/district pilot sites to develop a redesign implementation plan, including:
   - training and coaching;
   - exemplary curriculum materials and assessment strategies;
   - networking opportunities;
   - extra resources;
   - curriculum audit process and guidelines; and
   - criteria for mentor principal selection and preparation.

An SREB facilitator has attended all sessions of the Commission meeting and the task force work sessions. Research assistants from SREB have provided the Commission and task forces with current research and literature on best practices.

Work is presently on-going to develop a new curriculum audit process to inform programs approval work in the state. Representatives from Louisiana will attend the December 4, 2006 Commission meeting to discuss the process used for program approval in Louisiana.

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[1] Greenville City Schools, Kingsport County Schools, Memphis City Schools
[2] East Tennessee State University, University of Memphis

3. **SREB is working in partnership with the University of Memphis, East Tennessee State University and three school districts—Memphis City, Kingsport County and Greeneville City—to form a Program Design Team of university and district members who are working collaboratively to develop redesigned preparation programs; develop criteria and processes for recruiting/selecting a cohort of 12 aspiring principals for each pilot site; preparing design teams and other faculty/district staff to develop new courses; and selecting, preparing and supporting mentors for aspiring principals' field experiences/internships.**

Eastern Tennessee State University (ETSU) the University of Memphis and their partner district have each identified and selected through a rigorous process 12 new school leaders. The names of the 24 candidates are included in the attachments. The aspiring candidates started their redesigned programs the fall 2006 semester.

Working with the university/district partners, SREB has facilitated the process of redesign of the educational leadership preparation programs. Both partnerships have their two new courses approved by the state, are offering those courses fall 2006 semester and have scheduled a process of development to continue throughout the year.

Training in the SREB Leadership Curriculum Modules was provided to 18 team members of the ETSU, Kingsport County and Greenville City partnership January 23-25, 2006 and to additional attendees July 10-12, 2006, September 7-8, 2007 and October 18-20, 2006. The team has used this new content to develop a plan of redesign and the official work started on April 20, 2006 and continuing throughout the term of the grant. The University of Memphis and Memphis City partnership started the process later. They attended the module training July 10-12, 2006, September 7-8, 2006 and October 18-20, 2006 and completed the redesign of their two courses for the cohort that started in the fall semester, 2006.

Each partnership has utilized the SREB research to develop criteria and select three mentor principals from Greeneville City, three from Kingsport and nine from Memphis City for a total of 15 mentors. SREB provided training and support materials for the identified mentors June 6-8, 2006 in Greeneville City. Mentors who had scheduling difficulties attended training July 10-12, 2006 in Orlando, Florida. Mentor training for the University of Memphis and Memphis City is scheduled for November 13-14, 2006. University district teams from the University of Memphis and Memphis City attended the Internship Module training in Atlanta September 7-8, 2006 to facilitate the decisions that need to be made to ensure that the aspiring candidates have a quality internship and field based experiences throughout the program.

4. **Module training is planned in several modules to train school leadership teams at selected field experience/internship school sites.** *Using Data to Lead Change, Creating a Culture of High Expectations, Prioritizing, Mapping and Monitoring the Curriculum* **and** *Leading Assessment and Instruction* **are scheduled to be taught during Year 2.** *Organizing Time, Space, Staff and Resources to Improve Student Achievement* **is scheduled for November 16-17, 2006 for Kingsport and Greenville.**

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): **U363A050115**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective   [ ] Check if this is a status update for the previous budget period.

SLP Performance Indicator One: To recruit, prepare, and support teachers and individuals from other fields to become principals and assistant principals in high-need schools in high-need LEAs.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of those enrolled in the training programs that become certified as principals and assistant principals.	GPRA	999	/			/	
See note in explanation section.							

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of program completers earning certification as principals or assistant principals in high-need schools in high-need LEAs.	GPRA	999	/			/	
See note in explanation section							

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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Note: The first cohort of the program will not complete training until Year 3 of the program; hence, no data are available for this reporting period. The university and district partners have selected and started a redesigned preparation program for 24 aspiring candidates with the purpose of placing all of them in leadership positions as principals or assistant principals in high-need schools.

2. Project Objective   [ ] Check if this is a status update for the previous budget period.

SLC Performance Indicator Two: To provide professional development, coaching, mentoring and other support activities to current, practicing principals and
assistant principals serving in high-need schools in high-need LEAs that participate in a structured, job-embedded program of professional development, including mentoring, coaching and other support activities.

2.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
The percentage of current, practicing principals and assistant principals serving in high-need schools in high-need LEAs that participate in a structured, job-embedded program of professional development, including mentoring, coaching, and other support activities. See note in explanation section.	GPRA	999	/			/		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Activities related to this objective did occur later in Year 1 and will continue into Year 2 and Year 3 of the project. At this time, 81 current leadership professionals have been involved in professional development, including mentoring, coaching and other support activities. Additional leaders will be trained in Year 2 and Year 3. We are in the process of collecting the number of the total target population in order to calculate quantitative data. Reporting on this project objective will occur at the end of Year 3.

3. Project Objective   [ ] Check if this is a status update for the previous budget period.

Project Goal I. Create an oversight commission of key educational and policy leaders that will build the capacity of state agencies to redesign leadership preparation throughout the state by developing and refining a set of redesign condition procedures and processes to guide universities and local school districts in the selection, preparation and support for new leaders and current school principals and assistant principals.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Note: All measures for this goal are qualitative.							
Policies to direct and support a successful statewide leadership preparation and certification redesign initiative, as recommended by an authorized redesign commission	GPRA	999	/			/	
See explanation for summary of qualitative data.							

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
An experimental set of conditions and essential competencies to drive redesign of leadership preparation programs.	GPRA	999	/			/	
See explanation for summary of qualitative data.							

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A plan for scaling up redesign of leadership preparation by the designated state agency(ies).	GPRA						

		Quantitative Data					
See explanation for summary of qualitative data and comments in executive summary.		999	/			/	

3.d. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
A support system to assist university and district partners to develop and implement a redesigned leadership preparation program that includes training and coaching for design teams, exemplary curriculum materials and assessment strategies, networking opportunities, a critical friends audit process and guidelines for selecting and preparing mentor principals.	**GPRA**	999	/			/	
See explanation for summary of qualitative data and comments in executive summary.							

3.e. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
A process and criteria for evaluating and approving new programs and certifying aspiring leaders in accordance with recommendations developed and refined by the state redesign commission.	**GPRA**	999	/			/	
See explanation for summary of qualitative data.							

3.f. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A tested process that SREB can use to help other states in the region and nation. See explanation for summary of qualitative data.	GPRA	999	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The project evaluation design includes a set of questions to be addressed for each of the project years. These questions are designed to address the project's goals and performance measures.

To answer the year one evaluation questions, the following sets of data were collected:

Meeting agenda (See Appendix A)

Meeting notes (See Appendix A)

Procedure/process descriptions

Interviews with selected commission members, university personnel, and local district partners

The data were analyzed and tentative responses were reviewed with commission members, university personnel and local district partners to en-sure accuracy. This process resulted in the following responses to each of the six Year 1 questions.

The Year 1 questions pertaining to the creation and operation of the commission and the responses to those questions are as follows:

Is there a functional redesign commission in place?

Yes, the commission has met four times during Year 1 and is scheduled to meet again December 4, 2006. (Membership list is attached.) Four task forces—(1) Standards, (2) Selection and Preparation, (3) Licensure and Evaluation, and (4) Professional Development and Induction—were formed. (Membership lists are

attached.) A report by the Standards Task Force was provided to the commission on June 9. The commission made a recommendation to the state board for its preliminary consideration in August, 2006 and the standards were approved by the state board on first reading. The Selection and Preparation task force provided the commission with a report February 3, 2006. The Licensure and Evaluation Task Force provided the commission with a progress report on June 9, 2006. The Professional Development and Induction Task Force will report to the commission December 4, 2006. The membership has been identified for the Working Conditions Task Force and after approval at the December 4, 2006 commission meeting dates will be set for the Working Conditions Task Force to begin working.

Did the redesign commission create a set of experimental conditions and guidelines for a redesign leadership preparation program?

The commission approved a set of standards at its June 9 meeting and recommended them to the state board of education in August for consideration. The state board approved the standards on first reading.

4. Project Objective [ ] Check if this is a status update for the previous budget period.

Project Goal II. Demonstrate that co-development and delivery of leadership preparation by university and district partners, with strong direction and support from the state and from outside providers, can produce high-quality programs that prepare an adequate supply of new school leaders who are committed to serving high-need schools and have mastered the essential competencies to lead them to higher levels of student achievement.

4.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
Note: All measures for this goal are qualitative. Numbers of candidates trained are included in project objective 5.	**GPRA**	**999**	/			/	
A formalized and functioning process to recruit and select qualified candidates.							
See explanation for summary of qualitative data.							

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4.b. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A program design team that includes key faculty and practitioners that agree on essential competencies new principals need to lead change in schools and classrooms and on program elements that are aligned with the essential competencies, including goals, a coherent curriculum, pedagogy, structure, staffing and candidate selection.	GPRA	999	/			/	

See explanation for summary of qualitative data.

4.c. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A program design that meets the districts' needs and reflects the conditions for redesign developed by the state redesign commission.	GPRA	999	/			/	

See explanation for summary of qualitative data.

4.d. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A core set of six new courses with new content, assignments, assessments and integrated field experiences developed by faculty/practitioner teams.	GPRA	999	/			/	

See explanation for summary of qualitative data.

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4.e. Performance Measure

University faculties working with local district staff and mentor principals to provide candidate field experiences that ensure mastery of the essential competencies for improving curriculum, instruction and student achievement through observing, participating in and leading school improvement teams in activities and projects that 1) focus on increasing the percentages of students meeting rigorous academic standards; and 2) have a positive impact on the practices in the host school.

See explanation for summary of qualitative data.

Measure Type	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
GPRA	999	/			/	

4.f. Performance Measure

Faculties and district and school practitioners who deliver the new curriculum are trained on its content and pedagogies.

See explanation for summary of qualitative data.

Measure Type	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
GPRA	999	/			/	

4.g. Performance Measure

Selected mentor principals who meet criteria jointly developed by the district and university, are prepared to model the essential leadership competencies and who help university faculty develop and manage field experiences and coach candidates to apply these effectively in the school setting.

See explanation for summary of qualitative data.

Measure Type	Quantitative Data					
	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
GPRA	999	/			/	

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Explanation of Progress (Include Qualitative Data and Data Collection Information)

The project evaluation design includes a set of questions to be addressed for each of the project years. These questions are designed to address the project's goals and performance measures.

To answer the Year 1 evaluation questions, the following sets of data were collected:

Meeting agenda (See Appendix A)

Meeting notes (See Appendix A)

Procedure/process descriptions

Interviews with selected commission members, university personnel, and local district partners

The data were analyzed and tentative responses were reviewed with commission members, university personnel and local district partners to ensure accuracy. This process resulted in the following responses to each of the six Year 1 questions.

The Year 1 questions pertaining to the university and local district partnerships are as follows:

Did local districts and universities agree on a set of essential competencies for new principals?

The project worked for the first part of Year 1 with university/local district partner teams from two universities: East Tennessee State University, and Tennessee Technical University. The East Tennessee State University and the Tennessee Technological University and their local district partners agreed on a set of essential competencies for new principals. However, midway through Year 1, Tennessee Tech decided to withdraw from the project. The University of Memphis and its local district partner, Memphis City, agreed to join the project. This new partnership also agreed on a set of essential competencies for new principals.

The ETSU/local district partnership agreed to use the Interstate School Leaders Licensure Consortium (ISLLC) standards and the new state standards that have been adopted. Personnel have received extensive training related to the SREB leadership modules which are related to the ISLLC standards, SREB's Critical Success Factors and the newly approved Tennessee standards. Additionally, plans are underway to re-deliver the SREB module training in the east Tennessee area.

The University of Memphis and its local partner agreed on a set of competencies that include the newly approved Tennessee standards, the SREB Critical Success Factors, and standards previously developed by the University of Memphis Center for Urban School Leadership.

Did local districts and university partners develop a recruitment process and select a cohort of highly-qualified candidates?

Yes, both the East Tennessee State University partnership and the University of Memphis partnership developed and implemented recruitment processes and selected cohorts of highly-qualified candidates. Each partnership selected 12 candidates for a total of 24.

Did district and university partners develop at least two new courses with new content, assignments, assessments and integrated field experiences developed by faculty/partner teams?

Both partnerships worked to revise previous curriculum to ensure that the agreed upon competencies were addressed in courses, assignments, assessments and integrated field experiences. Each university and district partnership has redesigned at least two courses and has a time line for redesigning all six of the required course by Year 3.

5. Project Objective [ ] Check if this is a status update for the previous budget period.

Project Goal III. Demonstrate the involvement of district superintendents and staff, and current principals, assistant principals and school leadership teams in designing programs and preparing aspiring principals in ways that enhance their capacity to plan and implement school reform practices that support rigorous academic standards for students.

5.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
A total of 24 certified aspiring principals who have successfully completed a preparation program and are committed to accepting appointments in high-need schools. Note: Data will not be available until the end of the Year 3 of the project.	GPRA	999	/		/			

5.b. Performance Measure	Measure Type	Quantitative Data							
		Target				Actual Performance Data			
		Raw Number	Ratio	%		Raw Number	Ratio	%	
In-place, continuing partnerships with universities to produce future principals capable of addressing local district needs for improved schools and student achievement.	GPRA	999	/				/		
See explanation for summary of qualitative data.									

5.c. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Trained and experienced mentor principals and district staff available to 1) coach future aspiring principals, 2) provide mentoring and coaching to their current assistant principals and prepare them to succeed to the principal position well-prepared to lead school improvement; 3) coach current principals in need of improvement; and 4) train additional mentors. Measure is being addressed in Year 2. Training occurred June 6-8, 2006, September 7-8, 2006 and will continue November 13-14, 2006.	GPRA	999	/			/	

5.d. Performance Measure

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Increased district capacity to put a quality leader in every school who can identify achievement problems and plan and implement appropriate interventions that increase student achievement. Measure will be addressed in Years 2 and 3 of the project. Capacity is currently being developed as described in previous summaries.	GPRA	999	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The East Tennessee State University partnership and the University of Memphis partnership worked to design and implement the leader preparation program. Details are provided in the previous summaries.

6. Project Objective [ ] Check if this is a status update for the previous budget period.

Project Goal IV. Learn new lessons about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative and shared with other states, universities and districts across the SREB states and the nation.

6.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Document lessons learned about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that ca be used to support a statewide redesign initiative.	GPRA	999	/			/	
See explanation for summary of qualitative data.							

6.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Disseminate information to states, universities and districts across the SREB states and the nation.	GPRA	999	/			/	
See explanation for summary of qualitative data.							

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Project Changes

Six months after the project started, Tennessee Technological University decided to withdraw from the project. The University of Memphis and the Memphis City Schools quickly joined the project and have since made remarkable progress as indicated in the previous descriptions. Funding expended for the Tennessee Technological University partnership was limited so sufficient resources were available to support the University of Memphis partnership with their work. The University of Memphis partnership will be able to meet all Year 2 milestones during the second year of the project.

Project Requests

The model for educational leadership preparation and development redesign used in this project with Tennessee has proven to be very effective and efficient in promoting state and university/district involvement in a successful systemic process. SREB requests that if additional funds are available, we be funded to replicate the same process in another state, such as West Virginia.

dditional Questions and Answers

Who is being served by the project? In the short term, 24 aspiring leaders are being prepared to serve in high needs schools as assistant principals or principals. In the long term, changes in policy, standards, selection procedures, preparation curriculum, licensure, evaluation, professional development and working conditions will improve every instructional leader in Tennessee and therefore, impact all students.

What services are being provided? Aspiring leader candidates are receiving their services through redesigned university course, real world field experiences and internships that are monitored by highly trained mentors. Research on best practices, literature reviews, facilitation and curriculum module training is being provided by the Southern regional Education Board.

What is the delivery method for those services? Services are being provided by the university, the school districts and the Southern regional Education Board.

Who is benefiting? In the short term, 24 aspiring leaders are being prepared to serve in high needs schools as assistant principals or principals. In the long term, changes in policy, standards, selection procedures, preparation curriculum, licensure, evaluation, professional development and working conditions will improve every instructional leader in Tennessee and therefore, impact all students.

Where the target number of participants has not been met, why hasn't the target been met? What is the plan for getting the number of participants to benefit from the services offered? Target has been met. There was actually more interest in the project but with limited resources had to control the number of partners.

What is the project doing to resolve unforeseen issues from the time of the application, to the implementation? We are building sustainability and ownership each step of the way.

What are the project's objectives and how are they measured? They are reported on the charts.

Are the intended objectives for the year being achieved? How do you know? They are. We are collecting evidence as described on the charts.

Where the intended outcomes are not being met, what steps are being taken to resolve this? They are being met.

Are the services having a beneficial effect? How do you know? Yes. The interviews conducted by our outside evaluator have verified this.

How are you using the information you are getting from your evaluations to inform project improvement? Suggestions made by candidates and stakeholders during interviews are being implemented.

Attachments

Attachment 1: Education Leadership Commission
Attachment 2: Eastern Tennessee State University Team
Attachment 3: University of Memphis Team
Attachment 4: Task Force Membership
Attachment 5: SREB/USDOE Work Plan 2005-2006
Attachment 6: August Draft Tennessee Standards for Instructional Leaders

Appendices

USDOE Meeting Minutes and Agendas

Appendix	Meeting	Location	Agenda	Minutes
A.1	August 19, 2005	Conference Call	✓	✓
A.2	August 23, 2005	Conference Call	✓	Outline
A.3	September 13, 2005	Nashville	✓	TN Tech
A.4	October 3, 2005	Knoxville	✓	✓
A.5	October 27, 2005	Cookeville	✓	✓
A.6	November 4, 2005	*ETSU Partners*	✓	✓
A.7	November 10, 2005	Nashville	✓	(state guide)
A.8	November 28, 2005	Cookeville	✓	TN Tech
A.9	December 15, 2005	Johnson City	✓	✓
A.10	January 5, 2006	*ETSU Steering Com.*	✓	✓
A.11	January 10, 2006	*ETSU Partners*	✓	✓
A.12	January 13, 2006	Nashville	✓	✓
A.13	February 2, 2006	Nashville	✓	✓
A.14	February 3, 2006	Nashville	✓	✓
A.15	February 6, 2006	Knoxville	✓	✓
A.16	February 9, 2006	*ETSU Partners*	✓	✓
A.17	February 13, 2006	Cookeville	✓	TN Tech
A.18	March 13, 2006	Knoxville	✓	✓
A.19	March 28, 2006	Nashville	✓	✓
A.20	March 29, 2006	Nashville	✓	✓
A.21	April 7, 2006	Tri-Cities	✓	✓
A.22	April 13, 2006	Nashville	✓	✓
A.23	April 20, 2006	Nashville	✓	✓
A.24	May 11, 2006	Nashville	✓	✓
A.25	May 18-19, 2006	Atlanta	✓	
A.26	May 25, 2006	Memphis	✓	✓

Appendix	Meeting	Location	Agenda	Minutes
A.27	June 9, 2006	Nashville	✓	✓
A.28	July 19, 2006	Nashville	✓	✓
A.29	July 20, 2006	Nashville	✓	✓
A.30	July 31, 2006	Nashville	✓	✓
A.31	August 9, 2006	Nashville	✓	✓
A.32	September 7, 2006	Atlanta	✓	✓
A.33	September 8, 2006	Atlanta	✓	✓
A.34	September 7-8, 2006	Atlanta	✓	✓
A.35	September 28, 2006	Nashville	✓	✓
A.36	September 29, 2006	Nashville	✓	✓

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<u>Redesign Team Members</u>

The SREB redesign team will consist of the following members:

Eric Glover	Pam Scott
Robbie Mitchell	Nancy Wagner
Karen Reed-Wright	Vicki Kirk
Janet Faulk	Lenore Kilgore
Carolyn McPherson	Terri Rymer
Terri Tilson	Larry Neas
Dory Creech	Louis MacKay
Robbie Anderson	

Eastern Tennessee State University

<u>List of Aspiring Candidates</u>

Jennifer Arblaster	Brian Cinnamon
Patricia Donaldson	Stacy Dean Edwards
Kelly Bennett Ford	Michael Hubbard
Janice Ayers Moore	David Pauley
Erin Rolstad	Andrea Tolley
Richard True	Phillip Wright

Eastern Tennessee State University

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Janet Faulk   Lenore Kilgore

Carolyn McPherson   Larry Neas

Terri Rymer   Terri Tilson

Center for Urban School Leadership

University of Memphis

Redesign Team Members

The SREB redesign team will consist of the following members:

Larry McNeal	Thomas Glass
Freda Williams	Linda Wesson
Harold Russell	Lisa Horton
Myra Whitney	Renee Sanders-Lawson
Reginald Green	Reo Pruiett

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Loren Smith	Kiva Taylor
LeAndrea Taylor	Adriane Allen
Brenda Williams-Diaz	

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Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
1. Create an Oversight Commission	a. Conduct telephone conference with state agencies and university leaders – provide briefing on grant proposal and responsibilities; plan first steps	Bottoms O'Neill Fry	August 19, 2005	Telephone conference notes
	b. Meeting with task force leaders, state agencies' staff and university/district partners - get them ready to develop a plan for working together on redesign initiative	Bottoms O'Neill	September 13, 2005	Meeting notes Agenda
	c. Provide training on the Redesign Guiding Materials	O'Neill Fry John Bell Cathy Tencza	November 10-12, 2005	Participants' evaluations Agenda
	d. SREB follow-up assistance to TN state agencies to set goals and develop a collaborative work plan	Bottoms O'Neill	October-November, 2005	Plan reviewed by SREB
	e. Framework: SREB assist TN state commission to formulate essential competencies (standards) for redesign of leadership system SREB assist TN to develop key	O'Neill	As scheduled by the state team As scheduled by the	Competencies identified Key conditions and guidelines identified

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	conditions and guidelines for re-design of preparation programs		state team	
	f. SREB assist TN commission to appoint and implement task forces as requested	O'Neill	As requested by state team	Task force proceedings
	g. Assist TN to develop three-year plan for system design	TN Task Force State leadership	April 30, 2006	
	h. SREB Forum	SREB staff	May 18-19, 2006	Participants' evaluations Agenda
	i. Highlight of TN initiative presented at annual SREB LWC and Board meetings	Bottoms	June 28-30, 2006	Agenda Participants' evaluations State actions
	j. Develop and pilot test a new curriculum audit process		June 2006	
	k. Networking events: universities and their district partners; state agencies	O'Neill	Module Training Teams, Atlanta: October 5-7, 2005 Module Training Teams, Atlanta: January 23-25, 2006	Records of telephone conferences Network meeting Team meetings

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
			Meeting in Johnson City, TN: February 10, 2006 SREB Forum: May 18-19, 2006 Teleconferences: Nov. 17, 2005; March 23, 2006	
2. University/district partnerships	a. Conduct telephone conference with university and district partners to orient them to the grant proposal and plan first steps of implementation	Bottoms O'Neill Fry Thayer	August 25, 2005	Conference notes
	b. Redesign team establish a plan for working together on redesign	O'Neill University/district partners	September 13, 2005	Workplan reviewed by SREB
	c. University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data	O'Neill University/district partners	September 30, 2005	Meeting agendas and notes Visions, goals, essential competencies
	d. Assist development of criteria and process for selecting aspiring principals Cohort I	O'Neill	January – April	Two cohorts selected (24 total) Selection criteria

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	e. University/district staff participate in module training	O'Neill Gray	October 5-7, 2005 January 23-25, 2006	Certified trainers at universities/districts for nine core modules
	Develop two courses	University faculty District partners Selected university faculty for TN	January – August 2006	Course syllabi (2) Audit of syllabi by state agencies using new process
	Select mentors and provide *Mentoring Principal Internships* module to	Cheryl Gray O'Neill	June – August 2006	Mentors selected and prepared to work with Cohort I
	Develop two additional courses	University faculty District partners	January – June 2007	Course syllabi (2) Audit results

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	f. Networking events: universities and their district partners; state agencies	O'Neill	Module Training Teams, Atlanta: October 5-7, 2005 Module Training Teams, Atlanta: January 23-25, 2006 Meeting in Johnson City, TN: February 10, 2006 SREB Forum: May 18-19, 2006 Teleconferences: Nov. 17, 2005; March 23, 2006	Records of telephone conferences Network meeting Team meetings

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
3. Enhance the capacity of current principals, district staff and school leadership teams to implement research-based school improvement strategies	a. Orientation to SREB Leadership curriculum and	O'Neill Fry David Hill (consultant) Universities: ETSU & TTU State DOE staff representatives	September 21, 2005: Johnson City, TN	Agenda Districts identified to participate in leading school improvement
	b. Identify three school teams in each school district to participate in the capacity-building initiative	O'Neill Fry David Hill (consultant) Universities: ETSU & TTU State DOE staff representatives	September 22, 2005: Cookeville, TN	Agenda Districts identified to participate in leading school improvement
	c. Select and prepare coaches for school teams (at least one for every two schools)	District-trained coaches & university faculty Thayer Gray	October 5-7, 2005 (Atlanta)	
	d. Organize and schedule module training	Gray School district staff	October 2005	Schedule for module training

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	e. Conduct module training on *Using Data to Lead Change* for selected school teams	Gray	Mid-November – March 1, 2006	School teams participate in training Participant reflections and evaluations
	Conduct module training on *Prioritizing, Mapping and Monitoring the Curriculum* for school teams	Gray University/district-trained trainers	March 1 – May 31, 2006	Number of school teams completing module Module surveys School activities as follow-up
	f. Coaches assist schools with implementing new strategies from modules	Trained coaches	November 2005-May 2006	School improvement plans increasingly reflect strategies recommended in the modules
	g. School teams adjust school implementation plan	Thayer	January – June 2006	School improvement
	h. Administer module surveys	Thayer Gray School coaches	Three to six months after teams complete training May 2006: Data survey Sept. 2006: Curriculum survey	Survey results
4. Lessons learned	a. Conduct interviews with district staff, coaches and school staff	Thayer	January – April 1, 2006	Report/publication on lessons learned

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	b. Conduct interviews with state department and universities to collect lessons learned	Thayer	January – April 1, 2006	Report
	c. Write a report/publication on lessons learned, following the internal review process established for the Wallace initiative	Thayer		Draft approved by senior vice president and ready for editing
	d. Analyze data from interviews and surveys	Thayer	April 1, 2006	Data included in the report (activity a.)
	e. Presentation at SREB Leadership Forum	O'Neill Thayer	May 18-19, 2006	Agenda Participant evaluations Subsequent state actions
	f. Presentation at the annual LWC and SREB Board Meeting	Bottoms O'Neill Thayer	June 28-30, 2006	Participants' evaluations State actions

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Tennessee Standards for Instructional Leaders

The Background:

All states and school districts want successful schools that prepare graduates to succeed in postsecondary education and the workforce and become informed citizens. Decades of research have revealed strong links between what principals do and how students perform. It is essential that all schools have access to effective instructional leaders who know how to lead the changes in curriculum and instruction that will result in higher levels of learning for all groups of students.

The state is responsible for ensuring a supply of high-quality, effective instructional leaders for schools. Districts, schools and universities depend on the state to take the lead when it comes to these issues:

- how prospective principals are chosen, prepared and licensed;
- what induction and professional development principals will receive to support and enhance their practice; and
- promoting local conditions that will allow principals to lead successful schools

For the past year, the standards task force of the Education Leadership Redesign Commission has been at work crafting clear, measurable standards to identify the core performances of effective instructional leaders. The proposed standards are based on current research on effective instructional leadership and were sharpened by the wisdom of active school leaders, program innovators, state agencies, professional associations, institutions of higher education, business and community leaders, state legislators and staff of the Southern Regional Education Board (SREB). Further, these standards are compatible with the National Council for the Accreditation of Teacher Education (NCATE) standards, Interstate School Leaders Licensure Consortium (ISLLC) standards, and the National Staff Development Council (NSDC) standards and reflect the conclusions of major national reports on reinventing leadership. These standards are the first step in initiating a serious effort to raise the bar for the practice of school leadership in Tennessee schools.

The commission approved these draft standards and is requesting the board approve them on first reading. It is hoped that distributing these draft standards to all stakeholder groups will start a dialogue about quality instructional leadership among stakeholders.

The Recommendation:

The Education Leadership Redesign Commission requests the Board accept the draft Standards for Instructional Leaders on first reading. The SBE staff concurs with this recommendation.

Tennessee Standards for Instructional Leaders
August 9, 2006

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

Standard A: Continuous Improvement

Implements a systematic, coherent approach to bring about the continuous growth in the <u>academic achievement</u> of all students.

Indicators:

- Engages the education <u>stakeholders</u> in developing a school <u>vision</u>, <u>mission</u> and <u>goals</u> that emphasize learning for all students and is consistent with that of the school district.

- Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention.

- Creates and sustains an <u>organizational structure</u> that supports school vision, mission, and goals that emphasize learning for all students.

- Facilitates the development, implementation, evaluation and revision of data informed <u>school-wide improvement plans</u> for the purpose of <u>continuous school improvement</u>.

- Develops <u>collaborations</u> with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

- Communicates and operates from a strong belief that all students can achieve academic success.

- Uses <u>data</u> to plan for continuous school improvement.

Standard B: Culture for Teaching and Learning

Creates a school <u>culture</u> and <u>climate</u> based on high expectations conducive to the success of all students.

Indicators:

- Develops and sustains a school culture based on <u>ethics</u>, <u>diversity</u>, <u>equity</u> and collaboration.
- Advocates, nurtures, and leads a culture conducive to student learning.

- Develops and sustains a safe, secure and <u>disciplined learning environment</u>.

- Leads staff and students in the development of self discipline and engagement in learning.

- Facilitates and sustains a culture that protects and maximizes learning time.

- Develops <u>leadership teams</u>, designed to share responsibilities and ownership to meet the school's mission.

- Demonstrates an understanding of <u>change processes</u> and the ability to lead the implementation of productive changes in the school.

- Leads the <u>school community</u> in building relationships that result in a productive learning environment.

- Encourages and leads challenging, <u>research based</u> changes.

- Establishes and cultivates strong, supportive family connections.

- Recognizes and celebrates school accomplishments and addresses failures.

- Establishes strong lines of communication with teachers, parents, students and stakeholders.

Standard C: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

Indicators:

- Leads a systematic process of student assessment and <u>program evaluation</u> using <u>qualitative</u> and <u>quantitative data</u>.

- Leads the <u>professional learning community</u> in analyzing and improving curriculum and instruction.

- Ensures accessibility to a <u>rigorous curriculum</u> and the supports necessary for all students to meet high expectations.

- Recognizes <u>literacy</u> and <u>numeracy</u> are essential for learning and ensures they are embedded in all subject areas.

- Uses research based <u>best practice</u> in the development, design and implementation of curriculum, instruction, and assessment.

Standard D: Professional Growth

Improves student learning and achievement by developing and sustaining <u>high quality professional development</u>.

Indicators:

- Systematically supervises and evaluates faculty and staff.

- Promotes, facilitates and evaluates professional development.

- Models <u>continuous learning</u> and engages in <u>personal professional development</u>.

- Provides leadership opportunities for the professional learning community and <u>mentors</u> aspiring leaders.

- Works collaboratively with the school community to plan and implement high quality professional development evaluated by the impact on student learning.

- Provides faculty and staff with the <u>resources</u> necessary for the successful execution of their jobs

Standard E: Management of the <u>School</u>

Facilitates learning and teaching through the effective use of resources.

Indicators:

- Establishes a set of <u>standard operating procedures</u> and <u>routines</u> that are understood and followed by all staff

- Focuses daily operation on the academic achievement of all students

- Allocate resources to achieve the school's mission.

- Uses an efficient, equitable budget process that effectively involves the school community.

- Mobilizes <u>community resources</u> to support the school's mission.

- Identifies potential problems and is <u>strategic</u> in planning <u>proactive responses</u>.

- Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct

<u>Standard F: Ethics</u>

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote <u>advocacy</u> including <u>political action</u> when appropriate.

Indicators:

- Performs all professional responsibilities with integrity and fairness.

- Models and adheres to a <u>professional code of ethics</u> and values.

- Makes decisions within an ethical context and respecting the dignity of all.

- Advocates when educational, social or political change when necessary to improve learning for

students.

- Makes decisions that are in the best interests of students and aligned with the vision of the school.

- Considers legal, moral and ethical implications when making decisions.

- Acts in accordance with federal and state constitutional provisions, <u>statutory</u> <u>standards</u> and <u>regulatory applications</u>.

Standard G: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing <u>diverse student needs</u> to ensure the success of all students.

Indicators:

- Involves the school community and stakeholders in appropriate diversity policy implementations, program planning and assessment efforts.

- Recruits, hires and retains a diverse staff.

- Recognizes and responds effectively to multicultural and ethnic needs in the school and the community.

- Interacts effectively with diverse individuals and groups using a variety of <u>interpersonal skills</u> in any given situation.

- Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.

- Leads the faculty in engaging families/parents in the education of their children.

Phone Conference Agenda

USDOE Grant

Building Capacity for Redesign of Preparation of School Leaders

August 19, 2005   2:00 p.m. EST

Objective of the conference call:

- To prepare to implement the USDOE grant *Building Capacity for Redesign of Preparation of School Leaders* by providing information clarifying issues, addressing concerns, answering questions and constructing a time line for August, September and October that outlines meetings to be held, roles and responsibilities of grant partners and on-going communication.

Agenda Activities

1. Role call and introduction of conference call participants

2. Give a general overview to inform all of the grantees about the purpose of the grant and expected outcomes

3. Solicit input from conference call participants concerning the overview and any questions or concerns they may have

4. Clarify the roles and responsibilities of all of the grant partners and discuss the benefits the grant offers each partner

   - SREB

   - State

   - Universities

   - Local School Districts

   - Individual students

- Others

5. Establish timelines for scheduling meetings during August, September and October to outline and develop detailed time lines for future activities and tasks for year one of the grant

6. Clarify who contacts will be and how on-going communication will be conducted

7. Discuss issues of immediate importance: IRB qualifications, Research Office approvals, orientation of university faculty, state department support staff and possible aspiring candidates

8. Establish a mutual understanding of the schedule and specific outcomes that are expected by the USDOE from this grant

9. Discuss any additional questions the grant partners may have

Phone Conference Agenda

USDOE Grant

Building Capacity for Redesign of Preparation of School Leaders

August 23, 2005   2:00 p.m. Eastern (1:00 Central)

Objective of the conference call:

- To prepare to implement the USDOE grant *Building Capacity for Redesign of Preparation of School Leaders* by providing information, clarifying roles and responsibilities, addressing concerns, answering questions and constructing a time line for August, September and October that outlines key activities, including meetings to be held, roles and responsibilities of grant partners and on-going communication processes.

Agenda Activities

10. Identify conference call participants

11. Give a general overview to inform the partners about the purpose of the grant initiative, major activities and expected outcomes

12. Solicit input from conference call participants concerning the overview and any questions or concerns they may have

13. Clarify the roles and responsibilities of all of the partners in the initiative and discuss the benefits the initiative offers each partner

    - SREB

    - State

    - Universities

    - Local School Districts

    - Individual students

- Others

14. Establish timelines for scheduling meetings during August, September and October to outline and develop detailed plans for future activities and tasks for year one of the initiative

15. Clarify who primary contacts for each partner will be and how on-going communication will be conducted

16. Establish a mutual understanding of the schedule and specific outcomes and deliverables that are expected by the USDOE from this grant

Address any additional questions the grant

USDOE Grant Meeting
Nashville, Tennessee
September 13, 2005
8:00 a.m. – Noon

AGENDA

> **Goal:** To meet with key leaders from Tennessee and develop an agreement and plan for entities to work to-gether to build capacity for a systemic redesign initiative and pilot test implementation of a preparation program redesign process.

1. Review of contact information
   a. Designate the persons who will work with SREB and be the main contacts
   b. Establish the best form of communication for the commission

2. Overview of what is occurring in other states implementing systemic redesign of educational leadership

3. Identification of commission membership (Goal I)
   a. Determine membership and representation
   b. Review commission charge and selection criteria

4. Charge to the commission
   a. Determine sub-task forces work especially in the area of standards
   b. Plan how the commission will work with the sub-task forces
   c. Determine the commission's work with universities and school systems

5. Identification of support staff for the commission and their roles
   a. State department staff to provide support
   b. SREB staff and their support role

6. Review of draft work plan for Year 1 and outline of how the three entities will collaborate on building capacity and pilot testing preparation program redesign process

7. Outline of tasks to be accomplished at each of the four commission meetings
   a. What will need to be done to get organized
   b. Identification of the Tennessee standards for school leadership
   c. Approval of Tennessee standards for school leadership
   d. Year II sub-task forces

8. Discussion of resources available to complete the work

9. Set calendar for next steps

10. Address questions as needed

USDOE Grant Meeting
Nashville, Tennessee
October 3, 2005
10:00 a.m. – 3:00 p.m.
Pellissippi State Technical Community College

AGENDA

> **Goal:** University/district partners form design team and create visions, goals and essential competencies, based on district school improvement framework and student achievement data, and redesign team will establish a plan for working together on redesign.

11. Review of contact information
    a. Designate the persons who will work with SREB and be the main contacts
    b. Establish the best form of communication for the commission

12. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership

13. Identification of university/district partnership redesign teams membership
    a. Determine membership and representation
    b. Review the charge of the redesign teams

14. Charge to the university/district partnership
    Teams of university and district members will work <u>collaboratively</u> to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.

15. Identification of support staff for the members of the university/district redesign team and their roles
    a. Appoint university and local school system staff to provide support
    b. Identify SREB staff and their support role

16. Review of draft work plan for Year 1 and outline of how the three entities will collaborate on building capacity and pilot testing the preparation program redesign process

17. Outline of tasks to be accomplished at each of the four commission meetings
    a. Assist development of criteria and process for selecting aspiring principals
    b. University/district staff participate in module training
    c. Develop two courses
    d. Select mentors and provide *Mentoring Principal Internships* module training
    e. Set networking events: universities and their district partners; state agencies

18. Discussion of resources available to complete the work

19. Set calendar for next steps

20. Address questions as needed

AGENDA

> **Goal:** University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data and redesign team will establish a plan for working together on redesign

21. Introductions and review of contact information
    a. Designate who will work with SREB and be the main contact for the university and each school district.

22. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership

23. Charge to the university/district partnership
    a. A team of university and district members will work collaboratively to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement

24. Identification of university/district partnership redesign teams membership

25. Identification of support staff for the members of the university/district redesign team and their roles
    a. University and local school system staff to provide support
    b. SREB staff and their support role

26. Review of draft work plan for Year 1 and completion of the following tasks:
    a. Development of criteria and process for selecting aspiring principals Cohort I (first draft)
    b. Participation of University/district staff in module training (Who will attend and how will it be offered)
    c. Selection of at least two courses or the equivalent to be redesigned for fall semester, 2006
    d. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training.
    e. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps

27. Address questions as needed

SREB Grant Partners Meeting 11-4-05   Task List

For Candidates:
    1. Develop a screening process.

For Mentors:
    2. Develop job description and assign stipend amount for mentors
    3. Identify Principals to be invited to serve as mentors
    4. Develop Timeline for
        - issuing mentor invitations
        - scheduling orientation
        - developing plans for mentor training

For Partnership Committee Members:
    5. Plan for curriculum models we want to access in Atlanta.
    6. Set Date for next meeting

Greeneville City Schools (GSC),
Kingsport City Schools (KCS), Greenville City Schools
East Tennessee State University (ETSU)
Partnership Team Meeting Notes
Nov. 4, 2005

Members: Present: Nancy Wagner (KSC), Karen Reed-Wright (KCS), Robinette Mitchell
(GCS), Eric Glover (ETSU)

Tentative Decisions Made

Steps screening process for candidate selections:
1. Each district will hold information meeting. Eric Glover and or other ELPA Faculty
   members will attend.
2. All candidates will complete the ETSU graduate application process.
3. Both districts will hold individual screening sessions. Screening committee members
   will include ELPA (and an ETSU faculty representative who is not a member of the
   ELPA Department) for candidates seeking an ED. S. or ED. D. degree. This is a grad.
   School requirement). Each district will select 6 candidates.
   Screening documents and other information sources will include:
   - Transcripts (GPA)
   - Writing samples (Graduate school essay, ELPA cold writing sample- com-
     puters will need to be available for screening sessions)
   - Four letters of recommendation
   - Interview with screening committee
   - Resume documents
   - Other documents the candidate may provide
   - GRE scores (for Ed. S. and Ed. D. students). No minimum score has been set
     for candidates
   Qualities the screening committee will consider are:
   - Oral and written communication skills and abilities
   - Evidence of prior leadership experiences
   - Screeners perceptions of candidate leadership potential
   - Screeners perception of candidates characteristics as a learner (focus on life
     long/continuous learning interests and potential
   - Candidates views regarding the nature of needed leadership for public schools
     (a concern for and belief in all students)
4. Tentative schedule for screening process:
   - Information meetings: end of January 06
   - Graduate school application completed by March 1
   - Candidate selected by end of April

Mentor Selection

Each district will select 3 mentors. Mentors will be selected prior to screening so that they may serve on the screening committees. Each mentor will work with two candidate mentees. A goal will be to have one mentor from elementary level, one from middle school level, and one from secondary level from each district. During the program, mentees will have opportunities to work with mentors from each level. Because the mentor-mentee relationships are the heart of the program, our goal is to provide each mentor with a $2000 annual stipend (Total cost will be $12,000 per year). Mentor training will be provided by SREB. We need to have the dates very soon.

Next Steps

Committee members have begun identifying participants for SREB module training in Atlanta. We need to have the training dates very soon. Goal for participant training is to create a team of local trainers who will be able to:
-train our candidates
-train leaders from other districts in the area. These trainings can help fund the partnership program.

Questions we need to have answered are:
- How much flexibility do we have with the ½ day per week release time?
- In the event that one or both of the districts should select fewer than 6 candidates, can a candidate(s) be selected from outside of the two participant districts?
- What are the dates for the March 05 SREB module trainings in Atlanta?
- When will mentor training be provided?
- Who pays for registration fees and travel expenses paid for grant participants' attendance at this training?
- Our group wants to pay mentors $2000 per annum ($12,000 total each year). How do we do this? Would part or all of this funding come from our allocated funds?

Our next meeting is planned for 10:00 AM, Dec. 13th at:
Eric Glover's
237 Michael's Ridge Blvd.

SREB Grant Partners Meeting 11-4-05   Task List

For Candidates:
    7. Develop a screening process.

For Mentors:
    8. Develop job description and assign stipend amount for mentors
    9. Identify Principals to be invited to serve as mentors
    10.   Develop Timeline for
       - issuing mentor invitations
       - scheduling orientation
       - developing plans for mentor training

For Partnership Committee Members:
    11.   Plan for curriculum models we want to access in Atlanta.
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    Screening documents and other information sources will include:
    - Transcripts (GPA)
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    - Four letters of recommendation
    - Interview with screening committee
    - Resume documents
    - Other documents the candidate may provide
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    Qualities the screening committee will consider are:
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    - Screeners perceptions of candidate leadership potential
    - Screeners perception of candidates characteristics as a learner (focus on life long/continuous learning interests and potential
    - Candidates views regarding the nature of needed leadership for public schools (a concern for and belief in all students)
8. Tentative schedule for screening process:
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    - Candidate selected by end of April

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Next Steps

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-train our candidates

-train leaders from other districts in the area. These trainings can help fund the partnership program.

Questions we need to have answered are:

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- When will mentor training be provided?
- Who pays for registration fees and travel expenses paid for grant participants' attendance at this training?
- Our group wants to pay mentors $2000 per annum ($12,000 total each year). How do we do this? Would part or all of this funding come from our allocated funds?

Our next meeting is planned for 10:00 AM, Dec. 13th at:
Eric Glover's
237 Michael's Ridge Blvd.

Education Leadership Commission
Nashville, Tennessee
November 10, 2005
9:00 a.m. – 3:00 p.m.

AGENDA

> **Goal:** Provide training on the SREB Redesign Guiding Materials to key state agency staff and commission representatives.

9:00   Welcome and Introduction

9:05   Introduction and Overview of the Tennessee Redesign Initiative

9:15   Introduction and Overview of Workshop

9:35   Current and Recommended Practices

9:55   Final Word Groups

10:35   *BREAK*

10:50   Technical vs. Adaptive Change

11:30   Introduction of Five-Phase Design

12:00   Lunch
                 ⁂ What is your vision for the state?
                 ⁂ How will this design work in TN?

1:00   Statewide Goals and Standards

1:45   Developing an Improvement Framework

2:45   Decisions on Writing Standards
- Who
- How
- When
- Facilitation
- Technical support
- Next meetings: dates and focus of the work

3:00   Adjourn

USDOE Grant Meeting
Cookeville, Tennessee
November 28, 2005
9:00 a.m. – 2:00 p.m.
Tennessee Tech University

AGENDA

> **Goal:** University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data and redesign team will establish a plan for working together on redesign

28. Introductions and review of contact information

29. Overview of notes from October 27 meeting

30. Review articles sent to be read before meeting

31. Individual university/district partnership redesign teams work to complete assigned tasks

32. (Working Lunch)
    Individual university/district partnership redesign teams report on their plans and complete the following tasks:
    a. Development of criteria and process for selecting aspiring principals Cohort I

    b. Participation of University/district staff in module training Selection of at least two courses or the equivalent to be redesigned for fall semester, 2006

    c. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training

    d. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps

33. Address questions as needed

AGENDA

> **Goal:** University/district partners form design team & create visions, goals and essential competencies, based on district school improvement framework and student achievement data. Redesign team will establish a plan for working together on redesign

34. Introductions and review of contact information
    a. Designate who will work with SREB and be the main contact for the university and each school district.

35. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership

36. Charge to the university/district partnership
    a. A team of university and district members will work <u>collaboratively</u> to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.

37. Identification of university/district partnership redesign teams membership

38. Identification of support staff for the members of the university/district redesign team and their roles
    a. University and local school system staff to provide support
    b. SREB staff and their support role

39. Review of draft work plan for Year 1 and completion of the following tasks:
    a. Develop criteria and process for selecting aspiring principals Cohort I (first draft)
    b. Determine participation of University/district staff in module training (who will attend and how will it be offered)
    c. Select at least two courses or the equivalent to be redesigned for fall semester, 2006
    d. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training
    e. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps

40. Address questions as needed
SREB Leadership Team

Notes from 12-15-2005 Meeting
Please note – this is a transcript of my notes, not formal minutes. RGM

<u>Attending:</u>
Karen Reed-Wright
Nancy Wagner
Eric Glover
Robbie Mitchell
Kathy O'Neill

Kathy - Jan 13 – Standards Committee will have first meeting in Nashville – Mary Jo Holland, chair - asst director of TSBA

Kathy - Feb 3 – Nashville – we need to report to the Commission – funding available for travel?

Kathy – Written interview questions? Don't choose anyone you wouldn't want to put in charge of a school.

Screening process needs to be replicable and documented. Collect sample exemplars of forms and submissions.
Create a rubric to document selection process – because people will receive funding. In case of future challenges.

Kathy – require a portfolio? Some discussion – nothing major.

Bottom line of grant – create situation where leaders are not getting paid for degrees, but for licensure in use on the job.

Tenn Ed Leadership Redesign Committee – 24 people – to assign 5 task forces.
    1. Standards
    2. Selection and preparation (us and TTU)
    3. Certification and licensure
    4. Professional development and induction
    5. Evaluation and working conditions

Groups 3, 4 and 5 – leaders have been named but no members have been chosen and no meetings have been held.

Training
Jan 23 – 25 – Monday – Wednesday, Atlanta Airport Marriott
Registration, travel expenses and accommodations will be covered from grant

Concentrate in January on the first 2 modules to be changed in the ETSU program –
Those are 5100 and 6100 – so modules would be Change/Self and Others, Building/Leading Teams

May 18 & 19 – opportunity to share   (1-3-2006 note – I have no idea what this means – I hope someone else does, rgm.)

Registration –

Reimbursement form – NON SREB form – straight from SREB
Could reimburse school system?
SREB will master bill rooms.
On fax registration – note USDOE – SREB will make arrangements for rooms.   Attn: Crystal Flowers.

Mentor training in June –
Come to NPDC in Greeneville?
Or will do in Knoxville – Pellissippi ?
June 6-8 TWT – homework
SREB will furnish trainers
Who can attend?   As many as we want.

Mentors – journal their experience and document time used for future use , replication.

Feb 3 – Eric, Nancy and Robbie to Nashville to report to Commission
Feb 6 – Task force meets again with middle Tenn group - Pellissippi – status and next steps

Set date for Jan information meetings in system –
Jan 10 – Eric – Greeneville, 3:00

We meet again – Jan 5 – 10:00 (has been changed to 1:00) Eric's house – planning info sessions and travel to Atlanta

SREB Grant Partners Meeting 1-5-06

Some details for January module training:
    -hotel reservations
    -list of module training participants
    -transportation

Plans for orientation meeting
    Sign in sheet with phone and email
    Eric- walk participants through current program format (brochure)
    Details of grant components that benefit students-
        o   time requirements
        o   tuition help
        o   limited to six per district
        o   commitment by district for placement
        o   commitment by students to district
        o   roll of mentors
        o   other
            -
            -
            -
            -
    Question and Answer Session

Questions for us:
    When do we want to hold classes?
    What time accommodations for students by districts?
    Who provides instruction? -ETSU requires terminal degree.
    Attendance at Pellisippi on Feb. 6th. Who needs a ride?
        Who reports?
        What?

Next meeting: _____

Greenville-Kingsport Steering Committee Notes
Meeting Jan. 5, 2006
Attending: Nancy Wagner, Robbie Mitchell, Karen Reed-Wright, Eric Glover

1. We envision three levels of participation on our team: Nancy, Robbie, Karen and Eric, Louise, and Hal will serve as steering committee members. Our design team (DT) will have two levels.
   DT 1 will include everyone listed in item #2 below
   DT2 will include everyone from DT 1 who is engaged in designing a course or courses. For example those in the list below with a DT2 designation will be involved in designing the initial course (5100/6100 Interpersonal Relations). All together the team will consist of design team members, mentors, and district directors.
2. Discussed hotel reservations, transportation, planned participants, and modules selected for January 23rd through 25th SREB training in Atlanta.
   Participants and selected modules will be:
   Kingsport:
   DT2   Nancy Wagner- Leading Assessment and Instruction
          Carolyn McPherson- Creating High Performance Learning Culture
          Lenore Kilgore- Creating High Performance Learning Culture
          Janet Faulk- Creating High Performance Learning Culture
   DT2   Dory Creech- Using Data to Lead Change
   DT2   Karen Reed Wright- has yet to receive ticket
   DT2   Susan Lewis is unable to attend but will participate on design team
   Greeneville:
          Terri Tilson- Leading Assessment and Instruction
          Terri Rymer- Leading Assessment and Instruction
          Linda Stroud- Culture
          Vicki Kirk- Building/ Leading Teams
          Larry Neas- Leading Change
   DT2   Robbie Mitchell- Coaching for School Improvement
          Vivian Franklin- Personalizing the Learning Environment
   ETSU:
   DT2   Eric Glover- Creating High Performance Learning Culture
   DT2   Louise MacKay- Building/ Leading Teams
3. Overall design format will begin with current Administrative Endorsement Program, based upon current syllabus and IM Series curriculum document (developed from previous SREB course development grant) for each course, and make modifications based upon SREB modules and other best practices. Additional changes modifications will result from information shared with/by Tennessee Technological University and SREB affiliates.
4. Courses will be offered on Tuesday evenings (4:00-9:50 PM). Preference from interested parties in both districts is that classes be offered on ETSU main campus.
5. 40-50 individuals have expressed an interest in program. Orientation meetings are scheduled for Tuesday (Greeneville at 3:00) and Thursday (Kingsport at 3:30). Robbie will set up agenda for Greeneville meeting; Eric will adapt this agenda for Kingsport meeting.

6. Applicants will pay ETSU application fee ($25).
7. Screening Process- we will carefully document.
    - Eric will create rubric to include:
      -cold and hot writing samples
      -evidence of quality teaching/leading (leadership potential)
      -professionalism (beliefs regarding the nature of students and learning)
    - Students will need to provide the following at the screening:
      -copies of resume for screeners
      -evidence of quality teaching/leading (leadership potential)
      -professionalism (beliefs regarding the nature of students and learning)
8. Tentative internship expectations are that:
    - ETSU 540 hour expectation will be a minimum, but may require substantially higher time investments.
    - Internships will be individualized (at least to some degree) and negotiated by student/candidate, mentor, and program coordinator. We can add others. Schools directors?
    - A goal is to provide students with actual leadership opportunities.
    - We will look to provide students with internship opportunities in both districts (to broaden experiences).
    - Discussed variations to release time maybe 2 days each month rather than ½ day each week. Perhaps 1 week per semester, etc.
9. We plan to ask students to pay for books, transportation throughout program.
10. We will meet during Atlanta training to schedule and plan screening sessions. Eric will bring drafts of assessment documents (scoring guide, rubric) for review.

Questions for Kathy O'Neill:
- Grant calls for 18 credit hour course development. The ETSU ME Program is 36 credit hours (six 6 hour courses). Will grant pay for 36 hours of tuition per student or 18 hours? Are 18 hours of grant funded course development to serve as 3 hours of each 6 hour credit or the entire 6 hours for the first three courses? Or, do we decide? What is total allocation for tuition in grant?
- Clarification regarding our role at meetings in Nashville on 2-3-06, and Pellisippi on 2-6-06.
  -who
  -What do we do? Report? How long?
  -copies of agendas and times for both meetings.
- We need real budget information beyond $30,000 for development of 18 credit hours. Are their funds for training, travel for mentors beyond mentor training in June? Funds for paying substitute teachers during student internship periods? Etc? We need to see the whole picture. What is our entire share of grant? How is it allocated?

Tasks for Eric:
- Meet with Hal to:
  -provide update.
  -investigate opportunity for teacher ed. Students, graduate assistants, etc. to serve as substitutes for admin. endorsement students as part of student teaching requirement.
Create scoring guide and assessment rubric for candidate screenin
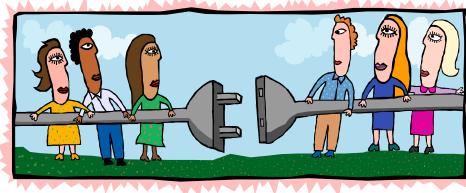
Agenda

Welcome

Introductions

Brief History

Application Process

Questions / Answers

Timeline / Next Steps

January 23-25, 2006 – Mentor principals and other administrators will attend SREB Leadership Curriculum Module training in Atlanta.

February 1, 2006 – All candidates interested in applying will complete the graduate school application process for ETSU.

February 9, 2006 – Mentors and Design Team members meet.

April 30, 2006 – Candidates will be selected by this date.

June 6-8, 2006 – Mentor principals will attend SREB Mentoring training. Site to be announced.

Fall semester 2006 – Greeneville/Kingsport cohort begins

" It is no profit to have learned well, if you neglect to do well."
Publilius Syrus (~100 BC)

Application Process / Dr. Eric Glover / glovere@etsu.edu

By February 1, 2006, complete your application for acceptance to ETSU graduate school. Materials provided by Dr. Glover.

After you have been notified that you have been accepted to the graduate school, you will be scheduled for a screening and interview which will serve the ELPA acceptance process, as well as the selection process to be one of Greeneville's 6 cohort candidates. The screening committee will consist of:
> 2 ETSU representatives
> Mentor principals
> 3 District administrators

For the ELPA and cohort screening process, you need to be prepared to provide:
> Cold writing sample
> Student data
> Samples of student work
> Evidence of your experience with team participation and leadership
> Evidence of your lifelong learning experiences
> A statement of your beliefs about students, teaching and learning
> A current resume

Could you be accepted to the graduate school and not to ELPA or the cohort? Yes
Could you be accepted to the graduate school, to ELPA and not to the cohort?
Yes
Six (6) candidates will be selected for the cohort.   By accepting one of the six positions, you will be committing to completing the program. Dropping out is not an option.

Tennessee Redesign Commission Workshop
Nashville, Tennessee
February 3, 2006
9:00 a.m. – 3:00 p.m.

AGENDA

Goal: To inform Commission members of work in other states of progress being made in standards, selection and preparation task forces and to organize additional task forces for certification, induction and professional development, and evaluation and working conditions.

9:00   Welcome and Introduction………………………………….Gary Nixon

9:15   Review Report on Progress of USDOE Grant ……………..Kathy O'Neill

9:30   Report from Alabama………………………………………...John Bell

10:30   BREAK

10:45   Update from University/District Partners on Selection and Preparation
                    Sandy Smith and Larry Peach- Tennessee Tech University
                    Eric Glover, Robbie Mitchell and Nancy Wagner-
                    East Tennessee State University

12:00   Lunch
              Question and Answer Session with John Bell and University and District Partner
              Representatives

12:45   Update from Standards Task Force……………………...Mary Jo Howland

1:15   Structure of Certification, Induction and Professional Development, and Evalua-
              tion and Working Conditions Task Forces………….Kathy O'Neill

1:45   BREAK

2:00   Decisions on Meeting Schedules of Task Forces…………...Kathy O'Neill
              • Who
              • How
              • When
              • Facilitation
              • Technical support
              • Next meetings: dates and focus of the work

3:00   Adjourn

Notes from USDOE Tennessee Redesign Commission Workshop
February 3, 2006
Notes from Cheryl Gray, SREB

Welcome and Introduction
Gary Nixon opened the meeting at 9:10 a.m. Commission members and guests introduced themselves and their affiliation. Guests represented SREB, East Tennessee State University, Tennessee Tech University, and the Alabama Redesign Commission.

US DOE Grant
Cheryl Gray, representing Kathy O'Neill, overviewed the US DOE grant progress and reported that the commission progress is following a timeline consistent with the needs of the grant.

Alabama Redesign
John Bell, representative from the Alabama Redesign Commission, reported on the activities within his state supporting Educational Leadership redesign. Key points included:

- Governor's involvement and Congress on School Leadership; outcome was to present the best plan for educational leader development without regard to any funding issues; five task forces were developed
- The Standards task force began work first, followed by Selection and Preparation, Certification, Professional Development and Barriers and Incentives task forces. Each task force was co-chaired by a Superintendent and Principal. The Standards task force developed eight standards with accompanying indicators. One standard focused on diversity and the need to be trained to better understand the multiple cultures within the state's schools. Once drafted, the standards were reviewed by an Executive Committee and approved by the State Board of Education.
- The work of the Standards task force dovetailed with the Selection and Preparation task force. This task force identified four universities to intensively focus program redesign efforts. These universities are leading statewide efforts by modeling for other universities new programs and new partnerships with LEAs.
- Changing evaluation of university programs is necessary based on new redesign models. The decision to renew programs will be based on a committee's evaluation. The committee will be composed of 50% SDE staff and 50% representation outside of Alabama with those representatives outside of the state wielding 75% of the decision-making control. University programs out of compliance will be discontinued effective 2008.
- The Certification task force recommended moving from a "flat" certification, which allows people to get an increase in salary even when they are not in an administrative position, to a three-tier system. The tiered system includes mentoring, evaluating effectiveness based on student achievement performance, and exemplary leadership. The leader bears the responsibility for proving that their leadership is related to the achievement of students in their schools by defending their portfolio. One issue that is of concern is the principal who changes job locations during the first years of employment.
- The Professional Development task force reviewed the quality of professional development counting for licensure, at the urging of the federal government. This prompted a new office to be developed at the SDE and new requirements that include submitting an RFP for professional development one year ahead and being listed in a menu of offerings from the SDE. The effectiveness of professional development will also be evaluated.

- The Barriers and Incentives task force has examined relocation incentives for leaders to move to need-filled areas of the state and training for local boards of education.
- The final report of the Governor's Congress occurred on May 11, 2005. In addition to the standards, a code of ethics was also approved. The Governor's Commission on Quality Teaching is now beginning.

Discussion with Tennessee Commission members included the impact of standards on private universities; systems of higher education in Tennessee and Alabama; pay incentives; support from SREB; the importance of a "straw dog" approach; the sense of urgency or political will.

University/District Partners
Sandy Smith and Larry Peach overviewed the redesign of leadership preparation at Tennessee Tech University. Two new courses are being added to the curriculum this year. Eric Glover provided the overview of East Tennessee State University's redesign process. Robbie Mitchell described the partnership of Greeneville City Schools with ETSU. Both universities described their participation in the SREB Leadership Curriculum Module Training and the mentoring project of the US DOE grant. Rick Hopka of the University of Memphis described their partnership over a period of years training leaders with Memphis city schools and the local business community.

Discussion with Tennessee Commission members included whether these universities are "pilots" or models for the state; consistency among universities for course titles, descriptions and competencies of candidates; and the need for being explicit with employers of candidates about competencies and qualifications.

Tennessee Standards Task Force
The standards task force met once as a whole group and then as subgroups to make changes. They used the proposed standards from 2002 as a starting point for today's draft for the Commission's review. Commission task force members facilitated a discussion around five questions related to the draft standards proposed by the task force. These questions asked commission members to consider whether:
1. the proposed standards captured all the big ideas of what effective building level instructional leaders should know and be able to do
2. the descriptions of the standards were clear and meaningful; whether the descriptions were sufficient or a rationale was needed to precede each description; whether the format was user friendly
3. the indicators were detailed and lengthy enough; whether they were measurable; whether the indicators should be more detailed and descriptive; whether the indicators should be more general and the format provide for only a few key indicators of each standard
4. the standards should be written for entry level professionals only; whether the standards should include a rubric to describe different levels of meeting the standards; whether the indicators be written in more specific language
5. the committee had further instructions, directions or comments for the standards committee

Discussion with Tennessee Commission members included who the standards will apply to, whether the commission will recommend for all leader roles or just building leaders; the role of the building leader in allocation of resources; the relationship of standards to job evaluation; and the breadth of the standards and indicators. The task force will consider the discussion and return with a revised draft of standards for the Commission.

*Commission Task Force Participation and Meeting Schedule*
Following a brief discussion with the remaining commission members present, Gary Nixon rec-ommended that discussion of task force representatives be deferred. Dates for April and June Commission meetings of the will be communicated by e-mail.

The meeting concluded at 2:20 p.m.

USDOE Grant Meeting
Nashville, Tennessee
February 6, 2006
9:30 a.m. – 1:30 p.m.
Pellissippi State Technical Community College
Executive Conference Room
AGENDA

Goal: To inform university/district partners of the work of the Commission and task forces and to share information about the selection and preparation redesign plans for each partnership.

1. Welcome and Introductions………………………………….Kathy O'Neill

2. Review of contact information…………………………………Kathy O'Neill

3. Overview of what is occurring with each university/district partnership concerning selection, preparation and redesign………………University/Districts

4. Review of draft work plan for Year 1 and outline to determine where we are in the process and if we are on task………………………………University/Districts

   a. Develop criteria and process for selecting aspiring principals
   b. Develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.

5. Discuss module training………………………………University/Districts

   a. University/district staff participate in module training
   b. Discuss how to redeliver
   c. Discuss how to develop new courses/themes

6. Discuss mentor training…………………………………Kathy O'Neill
   a. Select mentors and provide *Mentoring Principal Internships* module training
   b. Logistics of presenting module training

7. Discuss resources available to complete the work…………Kathy O'Neill

8. Set calendar for next steps………………………………..Kathy O'Neill

9. Address questions as needed…………………………………...Kathy O'Neill
10. Lunch 12:30- 1:30
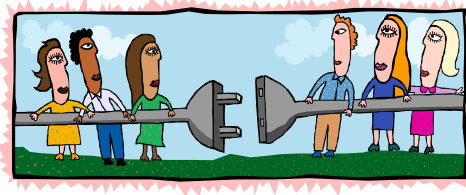
February 9, 2006

Agenda

Welcome / Sign In

Overview of Role of Mentor Principals

Overview of Role of Design Team

Overview of Screening Process for Candidates

Timeline and Next Steps

"So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable."
                    Christopher Reeve 1952 - 2004

Green-King-ETSU Partnership Summary Notes
Screening/ Mentors Joint Meeting
Feb. 9 2006

1. Overview for Green-King-ETSU organization: three parts: screening committee (4 people), mentors (6 people), and design teams (made up of screening committee members and mentors (variable numbers)
2. Overview of mentors' position and responsibilities
   o Mentors with terminal degrees will have opportunities (but not obligated_ to teacher administrative endorsement courses.
   o Mentors will be selected to serve on curriculum design teams based upon module training related to course in design, other special knowledge and interest related to course in design.
   o Screening team is committed to paying $2000 for years two and three.
   o Will find out more at mentor training June 6-8.
   o Candidates will work with several mentors including principals from both districts and from elementary, middle and high school levels.
   o Grant calls for mentors to be paid $500 for year one and $1000 for years two and three.

3. Screening Process:
   o Two step process:
     -ETSU acceptance based upon Administrative cohort screening form
     scores: criteria are writing skills, speaking skills, employment record,   reference letters, estimated ability to do graduate level work, evidence of   leadership to date, and estimated leadership potential.
     -All acceptable candidates will be placed on prioritized list established by screening team (consisting of steering committee members and mentors)
   o Interview protocol questions:
     1. Please tell the committee about yourself including your individual work history.
     2. Describe an educational leader you admire. Why do you admire this leader?
     3. Why do you want to be a school leader?
     4. What are your strengths and what do you hope to gain from participation in this program?
     5. What do you hope to be doing five or ten years from now?
     6. What questions do you have for the committee?
   o Two dates:
     Greeneville City Schools on March 4th
     Kingsport City Schools on March 18

4. Timeline/ next steps
    o April 30: 12 candidates selected for cohort: Eric Glover will notify selected candidates, screening committee members and candidates not selected for participation.
    o June 6-8: mentor training in Greeneville- Robbie Mitchell will organize
    o July 10-12: curriculum module training in Orlando
    o April- August: curriculum development for ELPA 5100/6100

AGENDA

Goal: University/district partners will form design team and create visions, goals and essential competencies, based on district school improvement framework and student achievement data. Redesign team will establish a plan for working together on redesign.

41. Welcome and introductions for any new attendees

42. Review of presentations for Commission, February 3, 2006

43. Review of ESTU and TN Tech joint meeting at Pellissippi, February 6, 2006

44. Discussion about reading on certification study

45. Presentation about teams and how they work

46. Finalization of plans for the following tasks: (Information needed for March 1 meeting in DC with USDOE)
   a. Develop criteria and process for selecting aspiring principals Cohort I

   b. Determine participation of University/district staff in module training; Select at least two courses or the equivalent to be redesigned for fall semester, 2006

   c. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2006; Identify who will attend the training

   d. Set calendar for next steps

47. Address questions as needed

USDOE Grant Meeting
Pellissippi, Tennessee
March 13, 2006
10:30 a.m. – 1:30 p.m.
Pellissippi State Technical Community College
Alexander Room 104
AGENDA

> **Goal:** To inform university/district partners of the work of the Commission and task forces and to share information about the selection and preparation redesign plans for each partnership.

11. Welcome and Introductions ....Kathy O'Neill

12. Update on each university/district partnership's selection and redesign activitiesUniversity/Districts

13. Update on Commission work ....Kathy O'Neill

14. Update on USDOE meeting...Kathy O'Neill

15. Discussion of contracts for funding for module training, for redesign and for mentor stipends ....Kathy O'Neill

16. Discussion about future module training ....University/Districts
    a. University/district staff participate in module training
    b. How do we redeliver
    c. How do we develop new courses/themes

17. Discussion of content of orientation ....University/Districts

18. Discussion of mentor training...Kathy O'Neill
    a. Date and location for May district/university training (May 5)
    b. Follow up date for June 6-8 for last half day and orientation

19. Discussion of resources available to complete the work ....Kathy O'Neill

20. Discuss involvement in State Forum May 18-19, 2006.....................Kathy O'Neill

21. Set calendar for next steps ....Kathy O'Neill

22. Address questions as needed...Kathy O'Neill

23. Lunch 1:00- 1:30

USDOE Grant Meeting
University/Partners
Tri-cities, Tennessee
April 7, 2006
10:30 a.m. – 1:00 p.m.

AGENDA

> **Goal:** To inform University/district partners of the work of the Commission and task forces ans to share information about the selection and preparation redesign plans for each partnership.

48. Welcome and Introductions ....Kathy O'Neill
....

49. Update of what is occurring with the university/district partnership concerning the selection and redesign ....University/Districts

50. Update on Commission Work and Task Forces ....Kathy O'Neill

51. Review necessary edits for contracts for funding for module training for redesign and for mentor stipends, and prepare final copy ....Kathy O'Neill

52. Discussion about future module training ....Kathy O'Neill
    a. University/District staff participnate in module training
    b. How do we redeiliver

53. Discussion of logistics for mentor training .... Robbie Mitchell

54. Agenda State Forum, May 18-19, 2006...Kathy O'Neill

55. Report required for USDOE, May 31, 2006..Kathy O'Neill

56. Set calendar for next steps ....University/Districts

57. Address questions as needed..Kathy O'Neill

58. Lunch

Notes
Licensure & Evaluation Task Force
March 28, 2006
April 13, 2006

The charge of the Licensure and Evaluation Task Force

To identify ideal practices in the area of licensure and evaluation and develop recommendations that will close the gap between the real and the ideal.

- What are some widespread problems in the way Tennessee school leaders are licensed and evaluated?
  - ❖ Suggested Practices

- Universities and their district partners do not collaborate in a way that assures administrative candidates will have the knowledge and skills to improve schools and increase student achievement.
  - ❖ Require evidence of formally defined partnerships between leadership preparation programs and school districts including authentic, ongoing collaboration in program design, implementation and recruiting

- Leadership programs are often delivered by unprepared faculty who teach to "shallow" content standards. The insufficient rigor of some programs results in poorly trained candidates.
  - ❖ Require all approved programs adopt Commission approved content standards.
  - ❖ Require candidates to demonstrate
  - ❖ NOTE: Only those institutions with an approved redesigned program may recommend BAL

    NOTE: Adjunct professors are an issue for program approval

- Many directors utilize performance contracts (evaluation models) that totally miss the mark and evaluating meaningless criteria and strategies. Evaluation is currently:

  - ❖ Tie performance to ongoing P.D.
  - ❖ Formative evaluation – with resources and/or a plan to support – tied to standards, community and district goals.
- The BAL to PAL process is ill defined and under utilized.

- ❖ In order to move from BAL to PAL, one should be allowed a certain number of years with an evaluation process that requires increased levels of professional growth.
- ❖ School leadership should follow a cycle of reflection, evaluation, professional development opportunity(per the state professional development policy – http://www.state.tn.us/sbe/Policies/5.200%20Professional%20Development.pdf and evidence of a change in practice as a result of
professional development.

- Low performing schools often have low quality principals
   NOTE: Working Conditions Issue

- Director of Schools often don't *buy-in* to the licensure process
  - ❖ Consider credential increased qualification for director of schools
  - ❖ Provide director of schools (or other evaluator) with leadership development training, support with developing performance contacts that will support the development of effective instructional leaders

   NOTE: Request data from TOSS on Directors and performance evaluation

- Assistant principal role is not always used to develop instructional leadership
  - ❖ Assistant principal role should be developmental
   NOTE: Professional Development Committee
   NOTE: Working Conditions
  - ❖

- Field based experience and quality varies
  - ❖ Before BAL – Consistency in quality of experiences that are based on standards
  - ❖ Connection and alignment with standards
   NOTE: Program Approval IHE

- Lack of differentiation between (single tier) licensing and being qualified
  - ❖ Strengthen license with an establish a multi tiered system tied to increasing the effectiveness of the instructional leader practice.
    - TN has a 2 tier system …Beginning (BAL)/Professional (PAL)
  - ❖ Master 3 tiers (Substantial pay increase for MAL) (10 years then part of Support Network)
- Lack of Induction and Mentoring programs
  - ❖ Requirement of an experienced professional mentor for new administrator
  - ❖ IF important, should be required for all
  - ❖ Need adviser(s) (a network) from among other district personnel, business community, parent, IHE, out of district personnel
  - ❖ Person evaluating should not be mentor

  NOTE: PD Committee might look at TASL organizational structure to support professional network
- Principalship is seen as a way to enhance retirement "Last Five Years"
  - ❖ Require ongoing license maintenance responsibilities
- Resistance to work collaboratively state, universities, and districts, professional development groups
  - ❖ Need for collaboration and unification of current practices
  - ❖ Need for systemic change.
  - Lack of funds (for mentors/for professional development)
    - ❖ Revisit and review funding streams to determine if additional funding is needed; Realign to address needed changes
- Lack of overall plan by state to comprehensively address problems/needs
  - ❖ Form a Commission involve all stake holders

Other suggested best practices

❖ **STOP approving substandard degree programs**

Make all programs meet new standards

• **STOP pay for degree in a field not related to job or licensure**

• **Cultivate leadership team building include district, building, IHE, and community**

Reminder: There is a great deal of resistance to change

❖ Second order change (Marzano) is required thus values and the culture need to change before it can happen – this takes a long time.

❖ Cultural issues regarding individual systems and IHE

❖ Possible loss of money, power or prestige

❖ Commission will have to pull this together.

Recommended practices to improve the way school leaders are licensed and evaluated identified issues for other task forces.

- ❖ Principals not to be selected by locally by "Good Ole Boy Network" or idea that a military leader or business executive would be able to provide instructional leadership – but not to forget they may be selected if they meet criteria and standards.

    NOTE: Selection Committee

- ❖ "TAPPING" recruiting promising leaders

    NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Create a process for screening candidates and not self nominating

    NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Development of a better screening process for applicant s(Uniform)

    NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Make field experience a <u>high</u> priority for pre-service candidates ++

    NOTE: Selection and Preparation task forces (Program Approval)

- ❖ Train central office personnel (who have never been principals) what school educational leaders should "resemble" +

    NOTE: Professional Development

- ❖ Problem-based coursework

    NOTE: Selection and Preparation/Program Approval

- ❖ Course content/sequence outcomes-based

    NOTE: Selection and Preparation/Program Approval

- ❖ Selection process – should not be self nomination

    NOTE: Selection Committee

- ❖ Increase exposure to school based practice, increase real world problem solving and require demonstrations of reflective practice

NOTE: Professional Development and IHE Issues

- ❖ Pay for top administrators – loosing good administrators to private sector

USDOE Grant Meeting
Memphis, Tennessee
May 25, 2006
9:00 a.m. – 2:00 p.m.
University of Memphis and Memphis City Schools
AGENDA

> **Goal:** University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data and redesign team will establish a plan for working together on redesign

59. Introductions and review of contact information
    a. Designate who will work with SREB and be the main contact for the university and the school district.

60. Overview of the USDOE grant awarded to SREB to work with Tennessee

61. Overview of what is occurring in Tennessee and other states and with university/district partners implementing systemic redesign of educational leadership

62. Charge to the university/district partnership
    a. A team of university and district members will work <u>collaboratively</u> to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement

63. Identification of university/district partnership redesign teams membership

64. Identification of support staff for the members of the university/district redesign team and their roles
    a. University and local school system staff to provide support
    b. SREB staff and their support role

65. Review of draft work plan for Year 1 and completion of the following tasks:
    a. Development of criteria and process for selecting aspiring principals Cohort I (first draft)
    b. Participation of University/district staff in module training (Who will attend and how will it be offered)
    c. Selection of at least two courses or the equivalent to be redesigned for fall semester, 2006
    d. Select mentors and schedule *Mentoring Principal Internships* module training for summer, 2006 and identify who will attend the training.
    e. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps

66. Address questions as needed

TENNESSEE REDESIGN COMMISSION WORKSHOP
NASHVILLE, TENNESSEE
JUNE 9, 2006
9:00 A.M. – 2:00 P.M.

AGENDA

Goals: 1) To inform and solicit input from Commission members about the 2006 USDOE grant and evaluation reports, the SREB Leadership Forum and progress being made in standards, selection and preparation, and certification and evaluation task forces; 2) To organize additional task forces for induction and professional development and working conditions; and 3) To decide actions needed to move recommendations from standards and certification/evaluation task forces into policy as needed.

9:00 Welcome and Introductions   **Gary Nixon**

9:15 Update on SREB State Leadership Forum   **Gary Nixon**

9:45 Review June Report on Progress of USDOE Grant   **Kathy O'Neill**
- Review of Project
- Goals
- Change Framework
- Time Line

10:15   BREAK

10:30 Update from Standards Task Force   **Mary Jo Howland**
- Overview of standards
- Standard focus session – Do these standards accurately represent the knowledge and skills required for effective instructional leadership?
- Comments/Suggestions
- Commissions' charge to the task force

11:00 Report from Licensure and Evaluation Task Force   **Mary Jo Howland**
- Licensure for who (?) All instructional leadership candidates or principals
- Position of assistant principal
- Recommendations licensure change
- Recommendations for evaluation
- Putting teeth in the system – rules, enforcement and program approval

11:30   **Reports from the field**   **Kathy O'Neill**
  - Selection and Preparation Task Force
  - Lessons learned about change (Tennessee Tech)
  - East Tennessee State University progress report and lessons learned
  - University of Memphis and Memphis City progress report and lessons learned
  - What do the pilot sites need from commission? Others?

12:00   *Lunch*

**12:30 Charge and Organization of Professional Development
Task Force**   **Mary Jo Howland**
  - Funding professional development
  - Committee requires members who understand current funding of professional development (department, state, IHE) and funding streams and strategies.
  - Innovative answers to complex problem such as tying evaluation to growth

**1:00   Charge and Organization of Working Conditions
Task Force**   **Mary Jo Howland**
  - Need suggestions as to who needs to be part of the group

1:30   Work Schedule of Commission for 2006-7   **Gary Nixon**
  - Who is not around the table or involved?
  - How do we work between meetings? (Invite commission members to task force meetings?)
  - When and how often should we meet as a group attendance is essential?
  - Facilitation?
  - Technical support?
  - Next meetings: dates and focus of the work

2:00   Adjourn

AGENDA
Administrator Standards Task Force
July 19, 2006
9:30 – 3:00

I.   Welcome and Introductions

II.   Introductions

III.   Review the Draft Standards

IV.   Commission Feedback on the Draft Standards

V.   Discuss and Revise Standards

VI.   New Business

VII.   Work Plan

VIII.   Adjourn

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

Standard A: Continuous Improvement

Implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.

A1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.

A2. Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention.

A3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.

A4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.

A5. Develops collaborations with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

A6. Communicates and operates from a strong belief that all students can achieve academic success.

A7. Uses data to plan for continuous school improvement.

Standard B: Culture for Teaching and Learning

Creates a school culture and climate based on high expectations conducive to the success of all students.

B1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.

B2. Advocates, nurtures, and leads a culture conducive to student learning.

B3. Develops and sustains a safe, secure and disciplined learning environment.

B4. Leads staff and students in the development of self discipline and engagement in learning.

B5. Facilitates and sustains a culture that protects and maximizes learning time.

B6. Develops leadership teams, designed to share responsibilities and ownership to meet the school's mission.

B7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.

B8. Leads the school community in building relationships that result in a productive learning environment.

B9. Encourage and leads challenging, research based changes.

B10. Establishes and cultivates strong, supportive family connections.

B11. Recognizes and celebrates school accomplishments and addresses failures.

B12. Establishes strong lines of communication with teachers, parents, students and stakeholders.

Standard C: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

C1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.

C2. Leads the school community in analyzing and improving curriculum and instruction.

C3. Ensures accessibility to a rigorous curriculum and the supports necessary for all students to meet high expectations.

C4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.

C5. Uses research based best practice in the development, design and implementation of curriculum, instruction, and assessment.

Standard D: Professional Growth

Improves student learning and achievement by developing and sustaining high quality professional development.

D1. Systematically supervises and evaluates faculty and staff.

D2. Promotes, facilitates and evaluates professional development.

D3. Models continuous learning and engages in personal professional development.

D4. Provides leadership opportunities for the school community and mentors aspiring leaders.

D5. Works collaboratively with the school community to plan and implement high quality professional development evaluated by the impact on student learning.

D6. Provides faculty and staff with the resources necessary for the successful execution of their jobs

Standard E: Management of the Learning Organization

Facilitates learning and teaching through the effective use of resources.

E1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff

E2. Focuses daily operation on the academic achievement of all students

E3. Allocate resources to achieve the school's mission.

E4. Uses an efficient, equitable budget process that effectively involves the school community.

E5. Mobilizes community resources to support the school's mission.

E6. Identifies potential problems and is strategic in planning proactive responses.

E7. Implements a shared vision of resource management based upon equity, integrity, fairness, and ethical conduct

Standard F: Ethics

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

F1.   Manages all professional responsibilities with integrity and fairness.
F2.   Models and adheres to a professional code of ethics and values.

F3.   Makes decisions within an ethical context and respecting the dignity of all.

F4.   Advocate when educational, social or political change is necessary to improve learning for students.

F5.   Makes decisions that are in the best interests of students and aligned with the vision of the school

F6.   Considers legal, moral and ethical implications when making decisions

F7.   Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications

Standard G: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

G1.   Involves the school community in appropriate diversity policy implementations, program planning and assessment efforts.

G2.   Recruits, hires and retains a diverse staff.

G3.   Recognizes and responds effectively to multicultural and ethnic needs in the organization and the community.

G4.   Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.

G5.   Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.

G6.   Leads the faculty in engaging families/parents in the education of their children.

Tennessee Licensure and Evaluation for School Administrators
Licensure and Evaluation Task Force Report
August, 2006

Administrator Preparation

Tennessee School Administrators should be selected and enroll in an approved program of study, graduate, and successfully complete the TEST(SSLA/SLSA/) to be receive an administrative license in the state of Tennessee. Furthermore, creation of a leadership portfolio to document professional growth in leadership throughout the administrator's tenure as an educational leader should be a component of administrative preparation. Documentation should reflect efforts to address Tennessee Administrator Standards.

School leadership opportunities should be sought as graduates participate in organizations, school-based committees, and system opportunities. The administrative license will be renewed after 5 years, but will require special permission from the office of Licensure and Evaluation to be renewed after the 10th year.

Beginning Administrative License

School administrators following prescribed licensure through approved programs of study may be hired in administrative positions and will be granted the Beginning Administrator's License (BAL). The leadership portfolio will be utilized as a performance contract for district evaluation purposes. All administrators will participate in a yearly evaluation with the district director to complete the performance contract.

Administrators will utilize the Tennessee Academy for School Leaders (TASL) trainings and other state approved trainings to maintain professional growth. The leadership portfolio will comprise documentation of participation and utilization of professional opportunities. System directors will identify 2 system leaders to serve as mentors and TASL will utilize a database of regional administrators to identify 1 additional, out-of-system mentors to serve beginning administrators at the outset of their leadership career.

Professional growth must reflect administrator's focus and improvement with Tennessee Administrator Standards. Beginning school leaders should develop professional liaisons to improve personal growth in leadership.

Professional Administrative License

School administrators who have completed 5 years school leadership experience are eligible and must pursue the Professional Administrative License (PAL). Performance contract documentation should reflect growth with regard to Tennessee Administrator Standards. Maintenance of professional growth, liaisons, and mentor relationships should be documented in an ongoing manner and should be evidenced in yearly performance contract evaluations with the system director of schools.

Administrative Mentor License, Administrative Master License, Administrative Exemplar License, Exemplar Administrator License,
Administrative Leader License (ALL – heehee)

School administrators who have achieved the PAL and completed 2 additional years school leadership experience are eligible for the ? (AML, AEL, EAL, ALL). Performance documentation should reflect superior growth and mastery with regard to Tennessee Administrator Standards. Maintenance of personal professional growth, documentation of exemplary practice with Tennessee Administrator Standards, and support to beginning administrators should be documented in an ongoing manner and should be evidenced in yearly performance contract evaluations with the system director of schools.

Supportive documentation of this level can be achieved by a compilation of records reflecting years of experience, mastery of standards, exemplary practice, impact on student learning, advanced degrees, and service to community. Performance contract documentation will be screened by a board of peers at the state level to determine an administrator's eligibility for the ?.

Agenda
Leadership Professional Development Task Force
July 31, 2006
9:30 a.m. – 3:00 p.m.

I.   Welcome

II.   Introduction

III.   Overview of Redesign Framework

IV.   Task Force Charge

V.   Standards Review

VI.   Licensure & Evaluation Proposals

VII.   Current Practices in Tennessee

VIII.   Best Practices in Professional Development

IX.   Work Plan

X.   Adjourn

F:\Mary Jo\Leadership Professional Development Task Force\Agenda 7-31-06.doc   vlb   7/31/0Notes from discussion / PD Task Force / Sept 28, 2006
Working on a novice to expert model of growth/improvement
Looking at providing professional learning that would support the required expertise at each level / aligned with each standard.
This table uses "create culture of teaching and learning" as an example

Proposed Levels of Cer-tification	Graduate	New BAL Beginning Adm License	New PAL Professional Adm License	ALL Administrative Leader License
Indicator of each level	Know Does candi-date know the stan-dard? What does it look like when the candi-date "knows'? A minimum level of knowledge required.	Understand Does the structure of the school support … ? What does this look like? (note – my notes are unclear on this one)	Do Can this per-son show evidence of doing this work, using this skill?	Results What are the results?
Example: Using standard of "create culture for teaching and learning"				
What does each level look like? This matters to us because we are work-ing toward providing professional learning to get candidate to that level.	Learn / gain knowledge about cul-ture	Be able to accurately characterize culture in candidate school, begin to identify needed changes	Using knowl-edge, to cre-ating evi-dence / data	Has candidate work with cul-ture impacted student learn-ing? Note – the an-swer here is not always yes. We learn from unsuccessful efforts.
	Knows from	A regional	Action re-	Publish

Potential pro-fessional learning ac-tivities that could result in the esired level of growth.	graduate course work. Could be from SREB module on culture. Head knowl-edge.	learning community / book study and discus-sion / perti-nent authors on culture. Could also be from mentor.	search pro-ject by prin-cipal – docu-menting changes in culture in his/her school Part of an ongoing port-folio?	/present / give back – Can lead other leaders to change culture

Agenda
Joint Meeting of the
Administrator Standards Task Force
and the
Licensure & Evaluation Task Force
August 9, 2006
9:30 a.m. – 3:00 p.m.

XI.   Welcome

XII.   Introduction

XIII. Task Force Charges

XIV.   Administrator Standards Task Force Presentation - Discussion

XV.   Licensure & Evaluation Task Force Presentation - Discussion

XVI.   Licensure Standards in Action

XVII. Administrator Licensure Standards

      a.   All Administrators
      b.   Principals

XVIII. BAL

XIX.   Adjourn

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Tennessee Licensure and Evaluation for School Administrators
Licensure and Evaluation Task Force Report
August, 2006

Administrator Preparation

Tennessee School Administrators should be selected and enroll in an approved program of study, graduate, and successfully complete the TEST(SSLA/SLSA/) to be receive an administrative license in the state of Tennessee. Furthermore, creation of a leadership portfolio to document professional growth in leadership throughout the administrator's tenure as an educational leader should be a component of administrative preparation. Documentation should reflect efforts to address Tennessee Administrator Standards.

School leadership opportunities should be sought as graduates participate in organizations, school-based committees, and system opportunities. The administrative license will be renewed after 5 years, but will require special permission from the office of Licensure and Evaluation to be renewed after the 10th year.

Beginning Administrative License

School administrators following prescribed licensure through approved programs of study may be hired in administrative positions and will be granted the Beginning Administrator's License (BAL). The leadership portfolio will be utilized as a performance contract for district evaluation purposes. All administrators will participate in a yearly evaluation with the district director to complete the performance contract.

Administrators will utilize the Tennessee Academy for School Leaders (TASL) trainings and other state approved trainings to maintain professional growth. The leadership portfolio will comprise documentation of participation and utilization of professional opportunities. System directors will identify 2 system leaders to serve as mentors and TASL will utilize a database of regional administrators to identify 1 additional, out-of-system mentors to serve beginning administrators at the outset of their leadership career.

Professional growth must reflect administrator's focus and improvement with Tennessee Administrator Standards. Beginning school leaders should develop professional liaisons to improve personal growth in leadership.

Professional Administrative License

School administrators who have completed 5 years school leadership experience are eligible and must pursue the Professional Administrative License (PAL). Performance contract documentation should reflect growth with regard to Tennessee Administrator Standards. Maintenance of professional growth, liaisons, and mentor relationships should be documented in an ongoing manner and should be evidenced in yearly performance contract evaluations with the system director of schools.

Administrative Mentor License, Administrative Master License, Administrative Exemplar License, Exemplar Administrator License,
Administrative Leader License (ALL – heehee)

School administrators who have achieved the PAL and completed 2 additional years school leadership experience are eligible for the ? (AML, AEL, EAL, ALL). Performance docu-

mentation should reflect superior growth and mastery with regard to Tennessee Administrator Standards. Maintenance of personal professional growth, documentation of exemplary practice with Tennessee Administrator Standards, and support to beginning administrators should be documented in an ongoing manner and should be evidenced in yearly performance contract evaluations with the system director of schools.

Supportive documentation of this level can be achieved by a compilation of records reflecting years of experience, mastery of standards, exemplary practice, impact on student learning, advanced degrees, and service to community. Performance contract documentation will be screened by a board of peers at the state level to determine an administrator's eligibility for the ?.

CONCERNS
Policies of higher education regarding the screening of administrative candidates are a concern. A recommendation to limit numbers of candidates, consider a cohort model, and adopt a more rigorous screening process is offered. The screening process should provide rigor in order that only those candidates with sincere interest in school administration be accepted for programs of study.

District Conditions Supporting a Partnership for School Leader Preparation

Focus Group Agenda
September 7, 2006
Atlanta, GA

7:30   **Continental Breakfast**   **Southern Ballroom**

10:00   **Welcome and Introduction of Facilitators**   **Kathy O'Neill**

10:05   **Participant Introductions**   **Betty Fry**
- **Who are you?**
- **Where are you from?**
- **What is your agency and what role do you have in that agency?**
- **Why did you agree to come to the Focus Group?**

10:25   **The Big Picture and SREB Goal   for Leadership**   **Betty Fry**

10:30   **Purpose and Goals for the Focus Group**   **Cathy Tencza**

10:45   **Task for Work Teams**   **Betty Fry**

                    Time for team work: approximately 2 hours

12:00   **Lunch**

1:00   **Continue Team Work**

1:30   **Work Sharing and Group Revision**   **Diane Olivier**

- **How might partners use this information?**
- **How might the information gathered in the assessment enhance the partnership?**
- **What might the partners do about any barriers that are discovered in the assessment of district conditions?**

3:00   **Adjourn for the Day**

University-District Partnerships for Learning-centered School Leadership
Focus Group
Thursday, September 07, 2006

I. Welcome and Introductions (led by Betty)

Participants:

- Lynn Wheat
- Eric Glover
- Leslie Rowland (works with Lynn Wheat)
- Robbie Mitchell
- Nathan Roberts
- Ed Miley
- Maggie Barber
- Debbie Daniels
- Roman Prezioso
- David Collins
- Bert Hendee
- Andy Cole
- James Phares
- Marie Somers Hill
- Andy Hegedus
- Ann Duffy

Facilitators:

- Betty Fry
- Dianne Olivier

Note-taker:

- Susan Walker

Today, we'll use the expertise and experience of participants to understand how to implement strategies at the district-level that support principals in driving school reform that improves teaching and learning.

We'll be working toward a tool for assessing district readiness for preparing and supporting the performance of a generation of principals who have the knowledge and skills to improve student achievement. In order for university/district partnerships for principal preparation to occur, both districts and universities must be in a state of readiness.

The SREB Critical Success Factors (featured on front cover of the module brochure) outline what the "ideal principal" should look like.

University conditions that support the preparation of principals who demonstrate the Critical Success Factors will be addressed at another time.

II. Focus Group Protocol

Our aim: to develop an assessment, or checklist, to assist universities and districts in determining if they have factors in place to facilitate partnerships and principal support.
Each table group will be charged with discussing and brainstorming one of the five district school reform strategies and providing input on the indicators that relate to a particular strategy.

Strategy 1: Recognize poor performance and problem areas, and create and instill a vision for change.

Participants: Ann Duffy, Andy Hegedus, Bert Hendee, David Collins

Notes:

A. Identify Key Areas:
- Transparency of data/accessibility
- Decisions are data driven
- Continual reflection on data creates urgency to change
- Foundation of values/beliefs drive priorities
- Beliefs articulated/communication

(Added by other groups during carousel):
- Demographic and achievement data
- Admit need publicly
- Have board commit to change with policy
- Permeates both district and school practice
- Accepting responsibility for addressing needs
- Data driven (broadly defined): assessment of PD; teacher data; student performance

B. Find & Implement Solutions

- Use of root cause analysis: system of problem solving/strategic plan used, consistent, reliable
- Intentional alignment of all resources: human, fiscal, etc.
- Solutions applied systematically, not piecemeal
    - Professional learning, governance, operations, etc.
- Change management system/strategies clear, measurable, structure
- Solutions monitored for results along the way
    - Measurable, formative benchmarks, clear implementation goals (i.e. interim measures)
- Effectively leverage external resources

(Added by other groups during carousel):
- QBQ
- And internal resources
- Network with higher performing schools with similar characteristics
- Link to district (not just school's responsibility to fix)

C. Identify goals…

- Performance reviews include/based on S.A. data
- Clearly defined performance behaviors
- Measurable performance goals
- Multiple measures of performance
- Clear systems to monitor, support and evaluate performance
- Goals aligned throughout organization
- Incentives available to all adults (i.e., teachers, custodians, etc.) and tied to S.A. → reinforcements
- Career opportunities based on performance
- Consequences applied

D. Set and communicate

- Clear and articulated vision (short)
- Key message to drive communication
- Superintendent is active champion of vision
- Buy-in from board, community, etc.
- Shared ownership
- Vision is compelling and inspires action: "Who is counting on me and what do they need?"
- Multiple/various/intentional communication

(Added by other groups during carousel):
- Minimize education jargon
- Evidence of Board understanding and position on future policy

Strategy 2: Create a system-wide approach to instructional improvement.

Participants: Andy Cole, James Phares, Marie Somers Hill

Notes:

A. Provide tools for instructional improvement:
- Alignments
- District vision → P.D. → goals → curriculum → evaluation (performance, program) → assessment (school, student)

   (Added by other groups during carousel):
- Assess to know what improvement is needed

B. Adopt, communicate, & hold schools accountable for effective instruction
- Periodic benchmarks established

   (Added by other groups during carousel):
- Is achievement the only indicator of effective instruction?
- Can't hold accountable without training and support
- Key leadership conversations regularly focused on student work
- Can't just be "tools and ideas." Principals and teachers need to be prepared and supported over time to develop instructional leadership capacity

C. Develop system-wide curricula
- State standards
- Curriculum mapping
- Pacing guides, etc.

   (Added by other groups during carousel):
- Assessment tool accurate, reliable, and valid
- What are the best practices for instructional improvement?

D. Ensure curricula are implemented
- Summative/formative assessment
- Regular ongoing monitoring of C&I
- Portfolios
- Authentic assessment alternatives
- Consequences

E. Assessment aligns with state & district standards
- Curriculum mapping
- Pacing guides

F. Data-mining

   (Added by other groups during carousel):
   - Info system easily accessible; teachers able to access classroom data
   - Data presented frequently to appropriate decision-makers (charts, spreadsheets, pivot tables, scorecards)

G. Give school leaders capacity & training to improve instruction (PD)
   - PD
   - Training
   - Vehicles to form new ideas, directions

H. Give school leaders flexibility in using resources, and the capacity to make decisions based on data of student needs.

I. District mission, goals, vision → curriculum (state, federal, local) → evaluation (performance, program) & assessment (school, student)

   (Added by other groups during carousel):
   - Performance assessment data is aggregated, used to drive improvement efforts and PD

**Strategy 3: Develop and implement new approa
ches to professional development and resource allocation.**

Participants: Leslie Rowland, Lynn Wheat, Eric Glover

Notes:

A. Provide…

- PD pathway ladders
    - Aspiring → retiring (teachers, counselors, principals, administrators)
- A clearly articulated map of PD based on standards/competencies
- Feedback loops for continuous improvement

    (Added by other groups during carousel):
- Gaps in performance analyzed—PD is not default solution

B. Allocate…

- Release time commitment from district for internships
- Stipends for mentors
- Supervision for internships
- Job alike dialogue groups
- District plan to competently cover release time (student time-on-task needs)
- Alignment with district improvement plan

    (Added by other groups during carousel):
- What % of budget is allocated for PD?
- Mentor training
- Job imbedded training

C. Draw…

- A clear process for deciding WHAT will improve instruction, then HOW to acquire funding
- Personnel to deliver on (above)
- Partnerships (i.e. community, universities, foundations, school districts) to provide expertise and funding
- Feedback loops to provide course corrections

    (Added by other groups during carousel):
- If using external funds, promote organizational learning, not just training, so improvement is more sustainable.

D. Provide
- Mentoring
- Coaching
- Content training
- Leadership training
- Formalized induction process
- Support and involvement of principal, central office, university, master teachers
- Quality resources available for new teachers (supplies, furniture, equitable classrooms)
- Continuous feedback from 1st, 2nd, 3rd year teachers regarding their needs
- Process for acting on feedback

(Added by other groups during carousel):
- Identify high risk teacher and a formal retention program.
- Informal approaches where school leader models being part of a school community of learners (and training for a school leader to do this)

Strategy 4: Redefine leadership roles across the district.

Participants: Robbie Mitchell, Ed Miley, Nathan Roberts

Notes:

A. Academic specific coaches- school & district-based
- Recognize good instruction & relevant content
- Academic assistant principal (secondary)
- Presence of a business process that identifies leaders –hire—pay—advance
- Department heads/team leaders
- How time is allocated- common planning

(Added by other groups during carousel):
- Use of tools, surveys, data to determine personnel strengths
- Clearly defined role definitions and responsibilities
- Shared with stakeholders

B. Process—Work together
- Common planning—school & district level
- Professional learning opportunities- aligned with system goals—commit funds, time, people
- Teachers—shared decision making
- "The budget is a moral document"

(Added by other groups during carousel):
- Continuous data analysis
- Open feedback systems for system course direction
- New governance models (i.e., staff involved in reviews)
- Identified teacher leaders and others in new roles

C. Partnerships…
- Existing collaborations with "outside"—higher ed, civic, business
- A partnership coordinator
- Reputation with state DOE—quantify by participation in state initiatives

(Added by other groups during carousel):
- Existing partnerships successful and have demonstrated results
- Renewal process
- Parent partnerships
- Build in sustainability (leadership, funding, etc.)

Strategy 5: Commit to sustained reform over the long haul.

Participants: Roman Prezioso, Maggie Barber, Debbie Daniels

Notes:

A. Establish a timeline:
- Clear, measurable benchmarks
- Regular self-evaluation/assessment linked to mid-course correction
- Flexibility (to individualize by school/district/county)
- Alignment within district across schools
- Responsiveness to state/federal drivers
- Anticipation of/alignment to changing district/region needs (e.g., anticipate principal turnover, demographics, etc.)

B. Create vision/strategic plan:
- Engagement of key stakeholders
- Published and actively used plan that evolves with district
- Anchored to performance indicators
- Systemic (considers more than just student learning)
- Explicit plan for leadership, central office, etc. in supporting plan
- Built-in accountability & assessment
- Clear and consistent communication

  (Added by other groups during carousel):
- Adopted by Board with support from Board

C. Create structures & strategies to increase the capability of schools and leaders:
- Can't establish incentives & consequences without building in explicit supports for schools, such as:
  - "walk throughs"—superintendent regularly visiting school, discussing goals, evaluating progress, problem-solving, etc.
  - mentoring
  - on-going (in-service) leadership development
  - monetary/resource support
  - corrective action plan—active problem—solving & support

D. Establish incentives, rewards, consequences:
- principal planning document aligned with district goals and tied to evaluation
- develop structures/promote trust, motivation, and positive school culture (more effective than $$ incentives)
- professional development
- remove consistently failing principals

- intervention to promote principal success <u>prior</u> to removal
- Board policy establishing evaluation-tied incentive; reviewed by Board annually

E. Give special assistance to struggling schools:
- mentoring
- cross-site networks→ modeling (within and without district)
- targeted support linked to id'ed needs
- assistance teams (look systemically) (both within district and at state/other level)—develop/utilize school & district leadership team
- focused recruitment of staff with capacity to support school improvement

(Added by other groups during carousel):
- incentive pay

F. Implement strategies to sustain commitment:
- develop leadership across continuum to create district and school level sustainability for leadership pipeline (e.g., teacher leader, AP, principal) → professional development plan, aligned with district reform (aspiring to retiring)
- relationship with union, board, superintendent

Agenda
Leadership Professional Development Task Force
September 28, 2006
9:30 a.m. – 3:00 p.m.

XX.   Welcome

XXI.   Introduction

XXII. Review of Redesign Framework

XXIII. Task Force Charge

XXIV. Review Standards and Licensure

XXV.   Best Practices in Professional Development

XXVI. Current Practices in Tennessee

XXVII.   Work Plan

XXVIII.   Adjourn

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Agenda
Joint Meeting of the
Administrator Standards Task Force
and the
Licensure & Evaluation Task Force
September 29, 2006
9:30 a.m. – 3:00 p.m.

XXIX. Welcome

XXX. Introduction

XXXI. Task Force Updates

XXXII.   Working with the Standards

XXXIII.   Preparing a Guide

XXXIV.   Aligning the Standards and Growth

XXXV.   Aligning Standards to Performance Evaluation

XXXVI.   Adjourn

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